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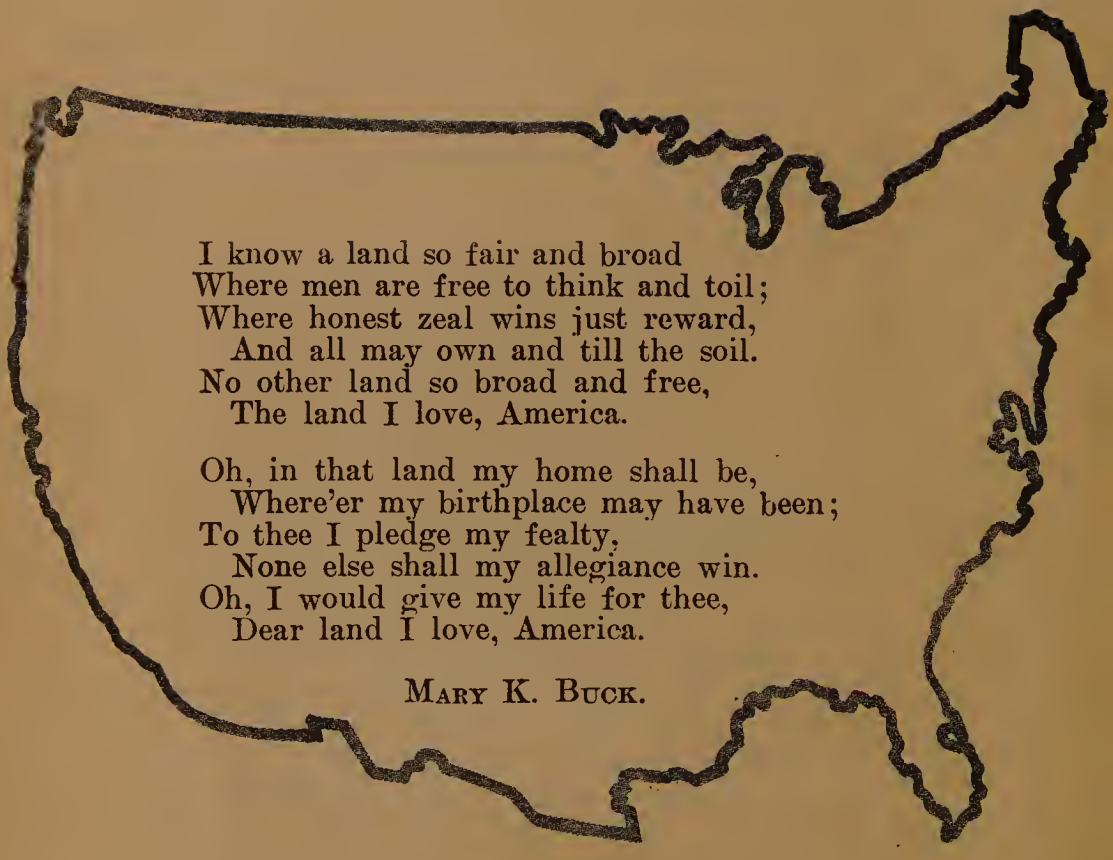

I know a land so fair and broad
Where men are free to think and toil;
Where honest zeal wins just reward,
  And all may own and till the soil.
No other land so broad and free,
  The land I love, America.

Oh, in that land my home shall be,
  Where'er my birthplace may have been;
To thee I pledge my fealty,
  None else shall my allegiance win.
Oh, I would give my life for thee,
  Dear land I love, America.

Mary K. Buck.

The Flag of the United States:

Its History and Symbolism

By

COLONEL JAMES A. MOSS, UNITED STATES ARMY
(RETIRED)

Originator and President General of The United States Flag Association

Author of "The American Flag: Its Glory and Grandeur", "Our Flag and Its Message", "Self-Helps for Citizen-Soldiers," "Military Training for Boys", "Officers' Manual", "Noncommissioned Officers' Manual", "Privates' Manual", "Customs of the Service", and twenty-eight other books.

Published by

THE UNITED STATES FLAG ASSOCIATION
WASHINGTON, D. C.

The primary object of the sale and distribution of this book is to spread knowledge of the history and symbolism of the Flag of the United States and the ideals and institutions for which that Flag stands. It is a part of the program of the Association for the patriotic education of American youth. All profits which The United States Flag Association may make from the sale of the book are used in helping to carry on the work of the Association.

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FOREWORD

By Dr. Wm. John Cooper, *U. S. Commissioner of Education*

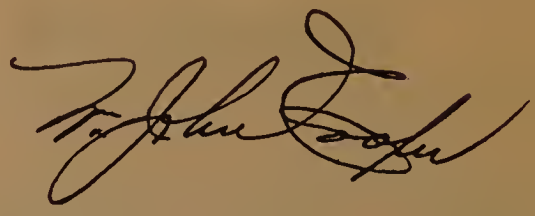
Education for citizenship is an objective quite generally approved by educators, at least for school systems maintained at public expense. There is wide divergence of opinion, however, on the best methods of accomplishing this end, and still less unanimity on the instructional materials suitable. Yet all would agree, I think, upon the importance of including in such courses some information about the United States Flag.

In spite of a growing "flag literature" there has been no authoritative textbook suitable for pupils' use. Consequently teachers have been compelled to do much hard work and to exercise careful judgment in preparing lessons on this subject from the few widely scattered statutes and the Flag Code of the 1923 National Flag Conference. "THE FLAG OF THE UNITED STATES: Its History and Symbolism" brings within the covers of a small, clearly written and entertaining volume all essential historical data and eliminates the myth and legend which tend to gather around a symbol of any great cause. In addition the great documents, the Declaration of Independence and the Constitution of the United States, which constitute our fundamental charter of liberties, are included and difficult passages of the former briefly explained.

Bare facts, however, do not constitute good teaching material, especially if the subject to be taught is so immaterial and spiritual a concept as loyalty to a republic. There must be also access to the emotional life of the individual. Unfortunately for our present ideals such material develops best in periods of great stress characterized by actual warfare. Under such circumstances was "The Star Spangled Banner" born.

Colonel Moss has been unusually successful in bringing together soul-stirring selections from widely scattered literature which emphasize the meaning of our Flag in time of peace. Teachers will welcome this ready access to Secretary Lane's famous Flag Day address, "Makers of the Flag"; Nesbit's "Your Flag and My Flag"; and Jacob Riis's stirring account of his view of the Flag from a sick bed on a foreign shore.

I commend to teachers this work by one of our distinguished retired Army officers whose hobby has been the literature of our Flag.



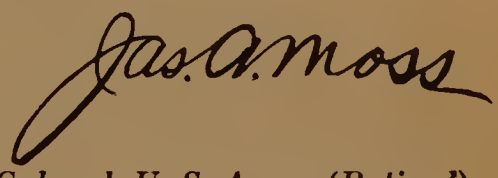
United States Commissioner of Education.

WASHINGTON, D. C.
February 5, 1930.

"Breathes there the man with soul so dead,
Who never to himself hath said,
'Tis my own, my native land.'"

DEDICATION

Since boyhood a soldier and having fought on the battlefields of three wars in defense of my own, my native land, I salute our youth of today, "Old Glory's" greatest glory, in whose hands will be the America of tomorrow, and I dedicate to them this book in the earnest hope that it will give to those who may read it a finer understanding, a deeper appreciation, of American ideals and institutions symbolized by the Flag, which will inspire them with a determination to do their bit to leave America a greater and better America than they found.



Colonel, U. S. Army (Retired).

WASHINGTON, D. C.
February 12, 1930.

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A LIST OF SEVERAL HUNDRED QUESTIONS COVERING THE ENTIRE TEXT OF BOOK.

Chapter I

ORIGIN AND EVOLUTION OF FLAGS

The hopes and aspirations, the joys and sorrows, the romance and chivalry, of the human race are symbolized in flags.

We find their origin in Divinity itself, when Jehovah, after the Flood, unfurled in the heavens the first flag—the multihued banner of the rainbow—as a signal of danger passed, of safety assured.

Mortal man, since that time, has in his humble, earthly way, used emblems and banners of various kinds to express his hopes, his ideals, his struggles, his accomplishments.

When man began to emerge from his state of isolated savagery and started to live in tribes, one of the first needs he felt was an emblem or sign which would enable him in battle to distinguish the members of his own tribe from his enemies. At first this was accomplished by using clubs of a certain pattern, or decorating the body with colored clay. Then when shields, clumsy as they were, came into use, a special device or insignia was placed on the shield. In the course of time these crude devices were supplanted by skins of animals fastened to poles so that they could be seen and recognized at considerable distance.

From these primitive beginnings may be traced the origin and evolution of the flags of civilized man.

In the popular mind the flag of a nation is associated primarily with its wars, due no doubt, in a great measure, to the origin of flags that has just been explained.

However, its war achievements are only a part of what the flag of a nation represents. It also represents its peace accomplishments, which often are greater than those of war. The ideals and traditions of a people, their progress and achievements in art and science, commerce and agriculture, are symbolized by their flag.

Let us not, then, make the mistake of always associating our Flag with war. Let us remember that it represents also the peace achievments of the American people, and let us not forget that "Peace hath her victories no less renowned than war."

Chapter II

EARLY COLONIAL FLAGS

Before the Continental Congress adopted a flag for the United States a number of the Colonies had flags of their own. The rattlesnake and the pine tree emblems, used in several different designs, were very popular in the Colonies.

One form of the Pine Tree Flag, adopted by Connecticut. (White field, with green tree).

One form of the Rattlesnake Flag, adopted by South Carolina. (Yellow flag, with brownish snake).

Beaver Flag of New York. (White field, with black beaver, indicative of industry and the fur trade).

The earliest flag displayed in the South was raised at Charleston, S. C., in 1775. It was a blue flag with a white crescent. Later the word Liberty, in white, was added.

(NOTE: See page 4, for Rhode Island flag.)

Chapter III

FLAG OF THE UNITED COLONIES

The first distinctive American Flag indicating a union of the Colonies is shown in this illustration. It was variously designated as the "Grand Union Flag," the "Great Union Flag," and the "Cambridge Flag." It was selected by Washington without any formal act of Congress, and was flown for the first time over his headquarters at Cambridge, Mass., January 2, 1776.

THE GRAND UNION FLAG

(Red vertical-horizontal cross; white diagonal cross; blue field (union); thirteen red and white stripes.)

This was a peculiar flag, the thirteen stripes standing for the union of the Colonies and their revolt against the mother country, while it bore the union of the British flag representing the allegiance which was yet partially acknowledged.

It may be said that this flag, which continued to be the Flag of the Revolution until the adoption of the Stars and Stripes, marked the real beginning of our national existence.

Chapter IV

BIRTH OF FLAG OF THE UNITED STATES

There is much connected with the origin of the Flag of the United States that is unknown, and historians have searched in vain for more facts on the subject. We shall probably never know the whole story of the origin of our National Emblem.

WASHINGTON'S COAT OF ARMS

Silver shield, bearing two red stripes and three red stars; red scroll bearing motto in gold; gold crown; black raven.

THE STARS AND STRIPES

For example, how did our forefathers come to select the design of stars and stripes? It is frequently suggested, though without tangible evidence, that the stars and stripes in Washington's coat of arms may have determined the original design of our Flag.

Again, there are others who claim that the flag of Rhode Island, with its thirteen stars in a blue field, adopted in 1775, suggested the stars in the Flag of the United States. There are other versions of the origin of the stars and of the stripes in the American Flag. (See pages 18 and 19.)

RHODE ISLAND FLAG—1775.
White flag, with blue field and white stars.

BETSY ROSS STORY

Then we have the oft-repeated and greatly mooted story that Betsy Ross made the first American Flag. The story runs that a committee of Congress consisting of George Washington,

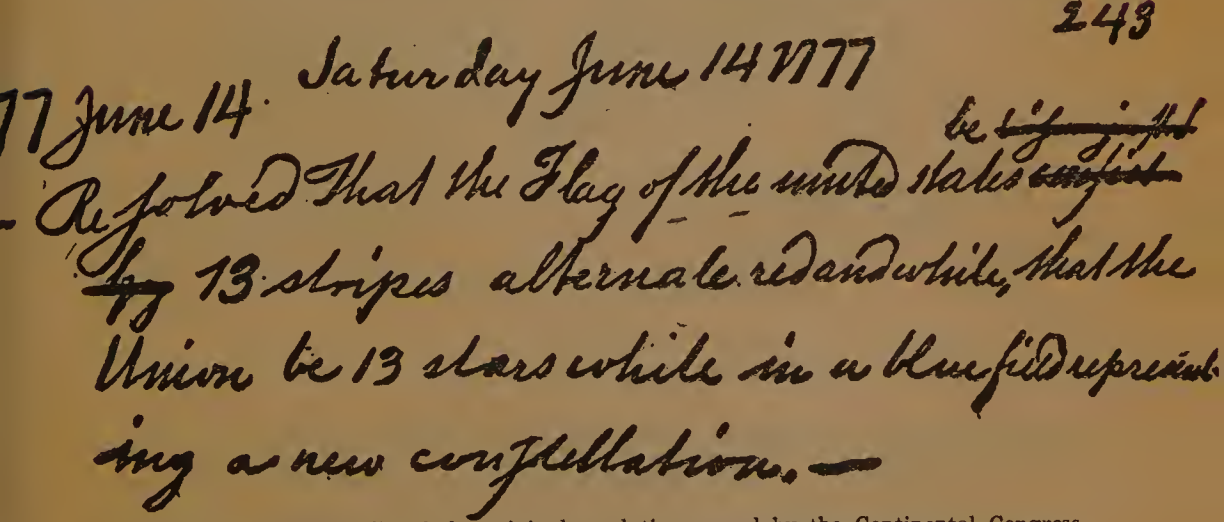
Robert Morris, and Colonel George Ross, an uncle of Betsy's husband, called on her at her upholstery shop in Arch Street, Philadelphia, and asked her to make a Flag—the first American Flag. While many people contend that Betsy Ross made the first Flag, historians, as a rule, assail the story on the ground that it is unsupported by contemporaneous facts.

ADOPTION OF FLAG OF UNITED STATES

However, the average person, not being historically minded, is not especially interested in controversies connected with the origin of the Flag, but what he is interested in is the fact that on June 14, 1777, the Continental Congress in Philadelphia adopted the following resolution:

> *"Resolved, That the Flag of the United States be thirteen stripes, alternate red and white; that the union be thirteen stars, white in a blue field representing a new constellation."*

The part of this resolution that means the most are the words, *"Thirteen stars, white in a blue field representing a new constellation;"* for it is in them that we find the real significance, the very soul and spirit of the American Flag. These were the words which, like scintillating stars in the heavens, signalled to humanity the birth of the first nation on earth dedicated to the personal and religious Liberty of mankind.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Saturday June 14 1777
77 June 14.
Resolved That the Flag of the united States
be
13 stripes alternate red and white, that the
Union be 13 stars white in a blue field represent-
ing a new constellation.

The above is a facsimile of the original resolution passed by the Continental Congress, Saturday, June 14, 1777, adopting the Flag of the United States. The handwriting is that of Charles Thomson, Secretary of the Continental Congress.

Chapter V

EVOLUTION OF FLAG OF UNITED STATES

It is in the stars of the Flag that we read the growth of the Nation. As the Nation has grown in size so have the stars in the Flag increased in number, a star being added for each new State admitted into the Union.

THE FIRST "STARS AND STRIPES"

In the first "Stars and Stripes," adopted June 14, 1777, the thirteen stars were arranged in different ways, including the form of a circle, as shown below, to signify that the Union would be without end; also, to symbolize the equality of the States.

THE THIRTEEN ORIGINAL STATES WHEN THE FLAG WAS ADOPTED JUNE 14, 1777

TWO STARS AND TWO STRIPES ARE ADDED TO THE FLAG

The State of Vermont was admitted into the Union in 1791 and Kentucky in 1792. The representatives of these two States in Congress wanted their States recognized in the Flag, so on January 13, 1794, Congress enacted the following law:

> *"That from and after the first day of May, 1795, the Flag of the United States be fifteen stripes, alternate red and white; and that the union be fifteen stars, white, in a blue field."*

THE FLAG OF THE UNITED STATES FROM 1795 TO 1818 (23 YEARS)

THE UNITED STATES IN 1795, WHEN THE STARS IN THE FLAG WERE INCREASED FROM THIRTEEN TO FIFTEEN, FOLLOWING THE ADMISSION INTO THE UNION OF VERMONT (IN 1791) AND KENTUCKY (1792)

In some Flags the stars were staggered (the Navy design) in five horizontal rows of three stars each, as shown above, while in other Flags they were arranged in three horizontal rows of five stars each, one directly above the other.

THE FLAG WITH THE FIFTEEN STARS STAGGERED WAS THE DESIGN OF THE ONE THAT FLEW OVER FORT MCHENRY, MARYLAND, DURING THE BOMBARDMENT THE NIGHT OF SEPTEMBER 13-14, 1814, AND INSPIRED FRANCIS SCOTT KEY TO WRITE "THE STAR SPANGLED BANNER."

"And the rockets' red glare, the bombs bursting in air,
Gave proof through the night that our Flag was still there!"

FIVE STARS ARE ADDED TO THE FLAG
THE STRIPES ARE REDUCED FROM 15 TO 13

From the passage of the Act (January 13, 1794) increasing the number of stars in the Flag to fifteen, until 1817, the following five States were admitted into the Union: Tennessee in 1796; Ohio, 1802; Louisiana, 1812; Indiana, 1816; Mississippi, 1817.

In order to give these five States representation in the Flag, Congress on April 4, 1818, enacted the following law:

> SECTION 1. *That from and after the fourth day of July next, the Flag of the United States be thirteen horizontal stripes, alternate red and white; that the union have twenty stars, white in a blue field.*
>
> SECTION 2. *That on the admission of every State into the Union, one star be added to the union of the Flag; and that such addition shall take effect on the Fourth of July next succeeding admission.*

Please note that this law provided these two things:

1. That upon the admission of a State into the Union a star should be added to the blue field of the Flag—that is, the law provided, "Every star a State; every State a star."

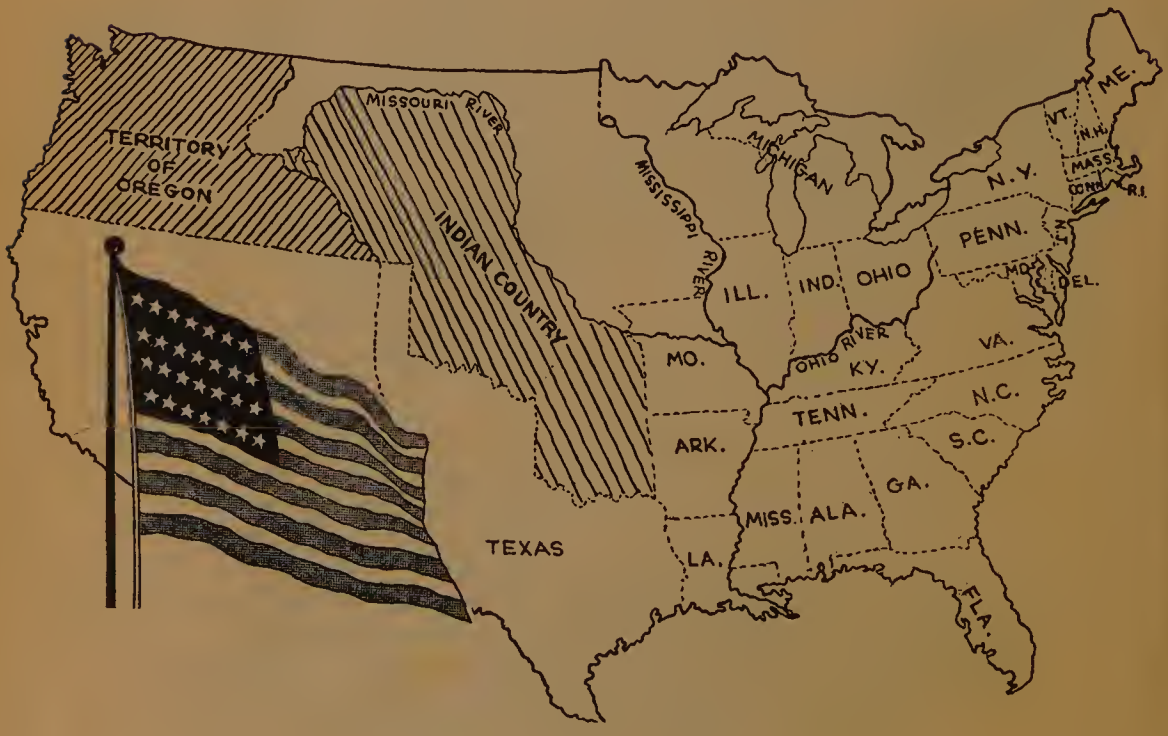
2. That the star should be added to the Flag on the Fourth of July following the date of admission of the State into the Union.

THE UNITED STATES IN 1818, WHEN THE STARS IN THE FLAG WERE INCREASED TO TWENTY, FOLLOWING THE ADMISSION INTO THE UNION OF TENNESSEE (IN 1796), OHIO (1802), LOUISIANA (1812), INDIANA (1816), AND MISSISSIPPI (1817)

In some Flags the stars were arranged in four staggered horizontal rows of five stars each (the Navy design) while in other Flags the stars were arranged in four horizontal rows of five stars each, one directly above the other, as shown above.

AT BEGINNING OF MEXICAN WAR

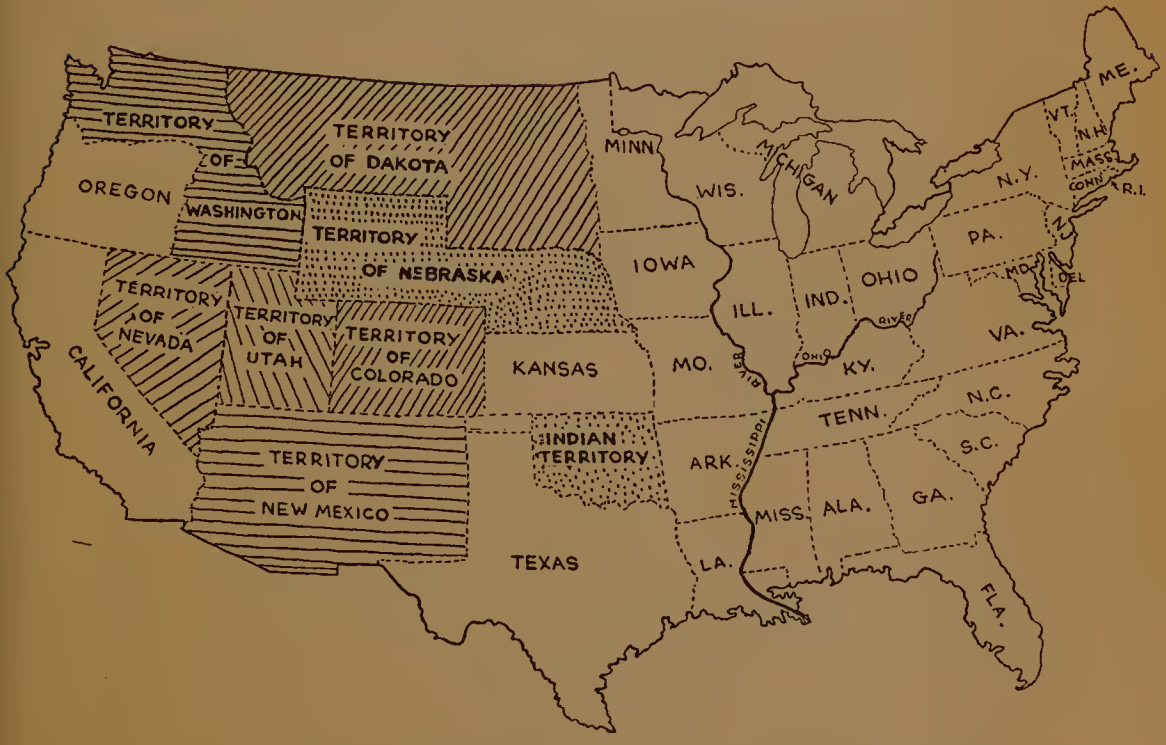
Following the admission into the Union of Mississippi in 1817, Illinois, Alabama, Maine, Missouri, Arkansas, Michigan, Florida, and Texas were admitted during the period ending May 13, 1846, so that when war was on that day declared against Mexico there were 28 stars in the Flag, arranged in four rows of seven each.



THE UNITED STATES AT THE BEGINNING OF THE MEXICAN WAR (1846). THERE WERE 28 STARS IN THE FLAG

AT BEGINNING OF CIVIL WAR

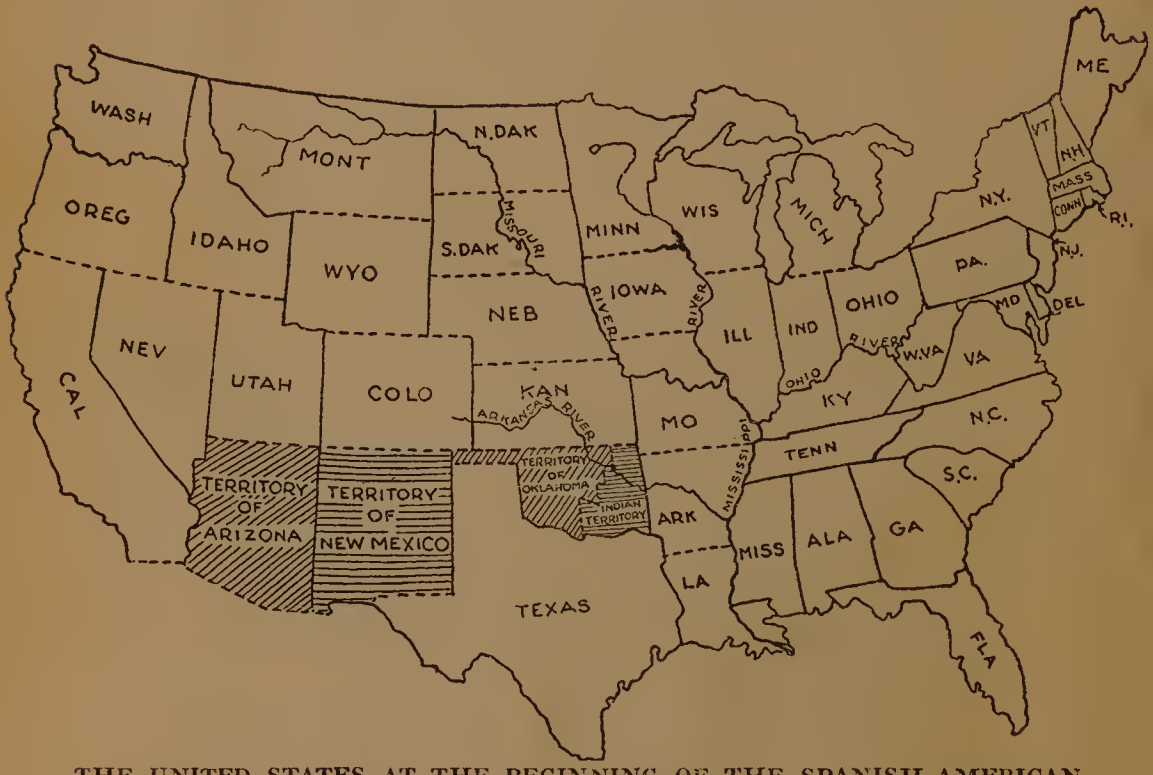
Six more States—Iowa, Wisconsin, California, Minnesota, Oregon, and Kansas—were admitted into the Union from the beginning of the Mexican War to 1861, when the Civil War started, the stars in the Flag numbering thirty-four, arranged in five horizontal rows, the first and second rows having seven stars each; the third row, six; and the fourth and fifth rows, seven stars each.



THE UNITED STATES AT THE BEGINNING OF THE CIVIL WAR (APRIL 12, 1861). THERE WERE 34 STARS IN THE FLAG

AT BEGINNING OF SPANISH-AMERICAN WAR

From the surrender of Lee at Appomattox, April 9, 1865, to the declaration of war against Spain in 1898, nine more States were admitted into the Union: Nebraska, Colorado, North Dakota, South Dakota, Montana, Washington, Idaho, Wyoming, and Utah, making the number of stars in the Flag forty-five, arranged in six horizontal rows, the odd-numbered rows having eight stars each, and the even-numbered rows seven stars each.



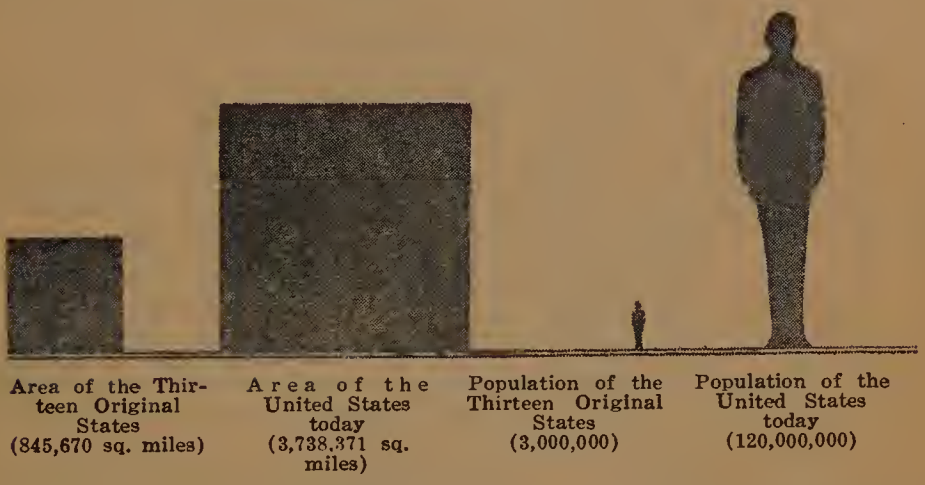
THE UNITED STATES AT THE BEGINNING OF THE SPANISH-AMERICAN WAR (APRIL 18, 1898). THERE WERE 45 STARS IN THE FLAG

TODAY

In 1907 Oklahoma was admitted into the Union and in 1912 the territories of New Mexico and Arizona reached their Statehood, making the number of stars in the Flag forty-eight—the number we have today.

TERRITORIAL EXPANSION OF UNITED STATES

The story of the growth of the United States as told by the stars of the Flag is the most wonderful, inspiring and romantic story of territorial expansion and national growth in the history of the world. It is a story that makes the heart of every American throb with pride and pleasure.


Area of the Thirteen Original States (845,670 sq. miles)
Area of the United States today (3,738,371 sq. miles)
Population of the Thirteen Original States (3,000,000)
Population of the United States today (120,000,000)

Beginning in 1776, with thirteen sparsely settled Colonies, with an area of 845,670 square miles and a population of 3,000,000 (about one-half the present population of New York City), today, only a century and a half later, the American Nation has a domain of 3,738,371 square miles, with a population of 120,000,000.

SUN NEVER SETS ON AMERICAN FLAG

Flying in the occidental air of the Virgin Islands; floating in the oriental breezes of the Philippines; wafted by the icy winds of Alaska; kissed by the gentle zephyrs of the Samoan Islands, today the sun never sets on the American Flag as it proudly waves over a mighty domain of almost 4,000,000 square miles.

TODAY

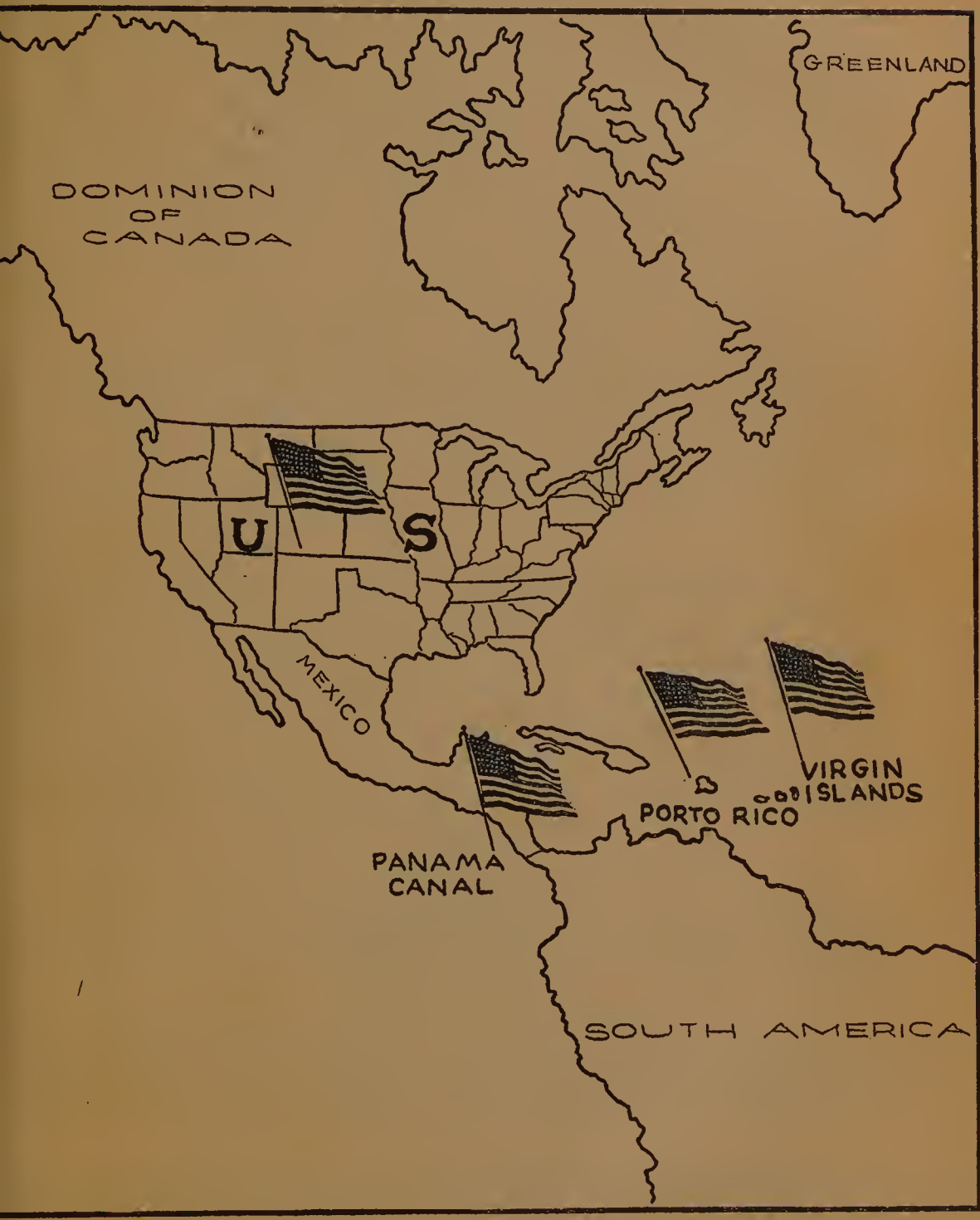
THE UNITED STATES

A MIGHTY NATION ON WHOSE

TODAY

AND ITS POSSESSIONS

FLAG THE SUN NEVER SETS



THE UNITED STATES AND ITS POSSESSIONS

Continental United States (3,026,789 sq. miles.) Acquired by the release of territory from Great Britain as a result of the War of the Revolution (*territory of the original thirteen States*); by purchase from France (*Louisiana Purchase, 1803*), Spain (*Florida Purchase, 1819*), Mexico (*Gadsen Purchase, 1853*); by accession from the Republic of Texas; (admission of Texas as a State, 1845); by cession from Mexico after the Mexican War (more than half a million square miles in the southwest, 1848); and by discovery and exploration.

Porto Rico (3,435 sq. miles.) Ceded by Spain in 1898 by treaty of peace terminating the Spanish-American War.

Virgin Islands of the United States. (Former Danish West Indies; located east of Porto Rico—133 sq. miles.) Purchased from Denmark in 1916 for $25,000,000. They comprise the islands of St. Thomas, St. John, St. Croix, and the adjacent islets.

Panama Canal Zone (554 sq. miles.) A strip of land five miles in width on each side of the Canal. Perpetual right of occupation was acquired from the Republic of Panama by treaty, February 15, 1904, in consideration of $10,000,000, and in addition the payment of $250,000 a year as long as the United States occupies the Zone. The construction of the Canal at a cost of $500,000,000, is considered one of the greatest engineering works in the history of the world. The canal shortened the water route from New York to San Francisco by 8,400 miles.

Alaska (590,884 sq. miles, including the Aleutian Islands—more than twice the size of Texas.) Purchased from Russia in 1867 for $7,200,000. It was made a Territory of the Union August 24, 1912.

Hawaiian Islands (6,449 sq. miles.) Annexed in 1898 by the voluntary action of its citizens, the Hawaiian national debt of $4,000,000 being assumed by the United States. The Islands were made a Territory of the Union June 14, 1900.

Palmyra Island. Although far to the south of the Hawaiian Islands, Palmyra Island, occupying an area about 6 miles long and 1½ miles wide, belongs to the Hawaiian group.

WAKE ISLAND (3½ sq. miles.) Possession on behalf of the United States was taken January 17, 1899, by the commander of the U. S. S. *Bennington.*

MIDWAY ISLANDS (1½ sq. miles.) Two small coral islands about 1,200 miles northwest of Honolulu. Discovered by Captain Brooks in 1859, and claimed by the United States in 1867 by right of discovery and occupation.

AMERICAN SAMOA (Tutuila Island, the largest of the Samoan Islands and three other islands, with a total area of 75 sq. miles.) Acquired in 1899 by arrangement with Great Britain and Germany.

GUAM. (206 sq. miles.) Ceded by Spain in 1898 by treaty of peace terminating the Spanish-American War.

PHILIPPINE ISLANDS (114,000 sq. miles, comprising more than 7,000 islands.) Ceded by Spain in 1898 by treaty of peace terminating the Spanish-American War. The United States paid Spain $20,000,000 for the Islands.

Chapter VI

STARS AND STRIPES OF THE FLAG

The Flag is not only an emblem of the Country. In its own way, it is a history of the Country, and when we have learned what its symbols and colors signify, we are able to read its story, just as we would read the pages of history. Every part, every color of the Flag, had a world of meaning to those who arranged them as we see them. Its makers intended the Flag to tell a story to their sons and daughters down through the ages. When you have learned to read that story, it will thrill you just as it thrilled those who gave us the Flag.

THE STRIPES

The thirteen red and white stripes recall to us the history of that long, bitter, eight-year struggle in which the Thirteen Colonies stood side by side and fought for freedom, exemplifying the principle that "In union there is strength," and so it is that these thirteen stripes, standing side by side today, symbolize the Thirteen Colonies standing together, side by side, during the years of struggle, suffering and sacrifice that marked the birth of our Nation. These stripes will never be changed. Side by side they will remain for all time, a lasting emblem by which we commemorate and honor the heroic founders of our Nation.

WHY STRIPES?

There is no doubt that when the time came to adopt a National Flag, the various flags of red, white, and blue, with their striped designs, which had been familiar to American colonists for over a hundred years, exercised a prevailing influence.

To begin at the beginning: The flag carried by John Cabot when he discovered the North American Continent in 1497 was St. George's Cross, the ancient flag of England, a red cross on a white field, giving a striped effect. In 1607 the same flag

was carried by Captain John Smith's expedition to Jamestown, Virginia, and it was the flag that flew from the *Mayflower* when our Pilgrim Fathers landed in Plymouth, Massachusetts, in 1620. The records show that from 1679 to 1696 the "King's Colors" or the "Union Jack," a British flag of red, white and blue, with vertical, horizontal, and diagonal stripes, was used on forts in the United States.

DUTCH FLAGS

However, the early flags which probably had the greatest influence on the design of the United States Flag were the flags of the Dutch Republic, the United States of Netherlands, and the Dutch West India Company, with their dominant stripes and colors of red, white and blue. For half a century before the English began colonizing the Middle Atlantic States the Dutch settled and governed New Netherland, consisting of the Dutch settlements in New York, New Jersey, Pennsylvania, and Delaware.

Not only do the stripes of our Flag come from the Dutch, but so does the word "Stripe." If you will look up the word "Stripe" in Webster's Unabridged Dictionary, you will see this: "Stripe (strip), n. (OD. *strijpe*, a stripe, streak)." "OD" is the abbreviation of Old Dutch.

WHY SEVEN RED STRIPES?

Have you ever thought why it is our Flag has seven red stripes and six white, and why not seven white and six red? The reason is this: If there were seven white stripes, then the outside stripes would be white, which at a distance would not be very visible,—so, in order to inclose, to encompass the Flag, thereby better defining it, especially at a distance, the outside stripes are red, which necessitates having seven red stripes.

SIGNIFICANCE OF THE STARS

Each star in the Flag is an emblem to record a great event in the history of the Country. Each tells the story of a great and sovereign State which has entered our Union. The first thirteen stars, representing the Thirteen Original States, stood for the work of our Revolutionary forefathers. The other stars

stand for the work of those who have followed in their footsteps. Each added star has its story to tell of struggle and toil, of danger and hardship, of suffering and privation, to win a State from the wilderness and present it to the Union. Our Revolutionary forefathers were proud of the history which they recorded on their Flag. It was a glorious banner to leave to their Country. We who follow cannot add other banners, but we have recorded the history of our work on that same banner by stars which we have added in the blue field.

WHY STARS?

The star is an ancient symbol of Egypt, Persia, and India, signifying sovereignty and dominion. However, this is not why our forefathers placed stars in the Flag of the United States. The reason why they placed stars in our National Emblem is given in the Congressional Act of June 14, 1777, adopting the Flag, and which prescribed *"that the union be thirteen stars, in a blue field representing a new constellation"*—symbolizing, as previously stated, stars in the heavens, signalling to mankind the birth of the first nation on earth dedicated to personal and religious liberty; a sanctuary to which men and women the world over, oppressed because of religious or other beliefs, might take refuge and enjoy "Life, Liberty, and the pursuit of Happiness."

Pick out the Star of your State

1 Delaware December 7, 1787
2 Pennsylvania December 12, 1787
3 New Jersey December 18, 1787
4 Georgia January 2, 1788
5 Connecticut January 9, 1788
6 Massachusetts February 6, 1788
7 Maryland April 28, 1788
8 South Carolina May 23, 1788
9 New Hampshire June 21, 1788
10 Virginia June 26, 1788
11 New York July 26, 1788
12 North Carolina November 21, 1789
13 Rhode Island May 29, 1790
14 Vermont March 4, 1791
15 Kentucky June 1, 1792
16 Tennessee June 1, 1796
17 Ohio November 29, 1802
18 Louisiana April 30, 1812
19 Indiana December 11, 1816
20 Mississippi December 10, 1817
21 Illinois December 3, 1818
22 Alabama December 14, 1819
23 Maine March 15, 1820
24 Missouri August 10, 1821
25 Arkansas June 15, 1836
26 Michigan January 26, 1837
27 Florida March 3, 1845
28 Texas December 29, 1845
29 Iowa December 28, 1846
30 Wisconsin May 29, 1848
31 California September 9, 1850
32 Minnesota May 11, 1858
33 Oregon February 14, 1859
34 Kansas January 29, 1861
35 West Virginia June 19, 1863
36 Nevada October 31, 1864
37 Nebraska March 1, 1867
38 Colorado August 1, 1876
39 North Dakota November 2, 1889
40 South Dakota November 2, 1889
41 Montana November 8, 1889
42 Washington November 11, 1889
43 Idaho July 3, 1890
44 Wyoming July 10, 1890
45 Utah January 4, 1896
46 Oklahoma November 16, 1907
47 New Mexico January 6, 1912
48 Arizona February 14, 1912

Chapter VII

RED, WHITE AND BLUE OF THE FLAG

No doubt the reason for adopting red, white, and blue colors for the United States Flag was that these were the dominant colors in the English and Dutch Flags with which the colonists, as explained in Chapter VI had been familiar for a century and a half before the adoption of our National Emblem on June 14, 1777.

In this connection it may be said that the colors red, white and blue may trace their ancestry back to Mount Sinai, when the Lord gave Moses the Ten Commandments and the book of the law and they were deposited in the Ark of the Covenant within the Tabernacle whose curtains were of scarlet (*red*), *white, blue* and purple. The extent to which this fact may have influenced the use of red, white, and blue colors in the early English and Dutch Flags is, of course, a matter of conjecture.

SIGNIFICANCE OF COLORS

Not only are the red, white and blue colors of our Flag filled with significance, but every part, every symbol, of our National Emblem has a world of meaning. When we have learned what they signify they tell us a thrilling story—a wonderful story our forefathers intended the Flag to tell to their sons and daughters through all the ages.

RED FOR COURAGE

The red in the Flag proclaims the courage which the men of our race have always shown, the courage that inspires men to face danger and to do what is right. When we look at those red stripes, we recall the thousands of courageous deeds which have been done under our Flag. There is hardly a spot in this broad Land which does not bear silent witness to some heroic deed over which the American Flag has flown. There is not a sea on the globe on which our Flag has not been unfurled over men who feared no one and hesitated at nothing when honor and duty called them to the task. In three-quarters of the world

that Flag has been hoisted over people for whose freedom brave men have laid down their lives.

It has been carried to the forefront of a great army of toiling men and women which has made its way slowly, year by year, step by step, from ocean to ocean, across this great Continent. Each step has marked a struggle, often a battle, which called for courage on the part of those carrying our Flag victoriously westward.

Those victories of peace have often been much greater than those of war. Certainly they have required as much courage on the part of those who have carried the Flag, and they have been victories which have counted heavily in making the Country what it is.

WHITE FOR LIBERTY

It is said that General Washington once described the Flag by saying, "We take the star from heaven, the red from the Mother Country, separating it by white stripes, thus showing that we have separated from her, and the white stripes shall go down to posterity representing liberty." So we see that those who designed the Flag meant the white stripes to stand for liberty. Those white stripes in our Flag mark it as the emblem of the land of the free, the Country to which the oppressed of all the world may come and enjoy equality and liberty.

They also tell the story of a great struggle in the name of liberty, the great Civil War, in which the Country was almost torn asunder in order to free a people who had been enslaved. They also tell the more glorious story of patriotic men and women, who, after the war, joined hands for the second time in the history of our Country to reunite it and make it greater than it had ever been.

BLUE FOR LOYALTY

The blue in our Flag stands for loyalty. It is the blue of the heavens, the true blue. It tells the story of thousands of men and women who have been loyal to their Country through thick and thin, through suffering and hardship, of men and women who have hesitated at no sacrifice, even of their lives, when their Country has demanded it of them.

AMERICAN MANHOOD

The history of the Nation is filled with accounts of sacrifices made in times of war and of obstacles conquered in times of peace, which pay eloquent tribute to the strength and courage of American manhood. For example, the story of the conquest of the wilderness by the American pioneer is an epic in the history of mankind. The "do or die" spirit of American men has done more than anything else to make the Nation over which the American Flag flies one of the greatest and most wonderful in the world.

In the words of Lyman Abbott, "A nation is made great not by its fruitful acres, but by the men who cultivate them; not by its mines, but by the men who work them; not by its railways, but by the men who built and run them. America was a great land when Columbus discovered it; Americans have made it a great Nation"—and they have done so through their strength and courage which have been woven into the red, white and blue of the American Flag.

AMERICAN WOMANHOOD

History tells us with touching eloquence of the love and loyalty of American womanhood that has been woven into the red, white and blue of the American Flag.

Lives there a man who can tell in all its compelling tragedy and romance the story of suffering and sacrifice of the women of the Revolution, the women of the Civil War, the women of our other wars?

While it is true that the tree of American Liberty has been nurtured with the blood of American men, it has no less been watered with the tears of American women. While it is true that men have undergone sufferings and privations in the din and excitement of battle, it is equally true that women have borne sorrows and hardship in the silence and quietude of home. While it is true that the Country owes much to the man behind the gun, the Nation owes much to the woman beside the cradle.

The drum beats to which men march to battle are the heart beats of the women who send them forth. And whenever a soldier goes to death on the field of battle, the death of hope and happiness comes to woman in some home perhaps distant and obscure.

So, when we acknowledge gratitude to the living men who have fought in defense of the Flag; when we render reverential tribute to the heroic dead, let us pause for a moment and pay homage to American womanhood, especially the Mothers who have committed their sons to the Nation.

THE FLAG AS A WHOLE

We have read in this and in the preceding chapter what the colors, the stripes, and the stars of the Flag represent, and now we ask ourselves, "What does the Flag as a whole represent?" Altogether, the Flag stands for freedom and equality in every sense of the word. It is the banner of a people who still cheerfully lay down their lives in the defense of right, justice and freedom. It is the emblem by which we proclaim to the world that this is the land of the "Square deal" and "The home of the brave and the land of the free."

THE FLAG'S MESSAGE

Down through the years in which the Flag has flown over us, it has been bearing a stirring message for each of us. Whenever we think of our Country as being great, the Flag tells us why it is great—because patriotic men and women have worked and struggled to make it great. Whenever we think of our Country as being good to live in, the Flag tells us why it is so—because men gave up their lives in defense of liberty and right and justice, and made it possible for us to enjoy these blessings. Such is the message that the Flag has for each and everyone of us, and such is the message it will take to our children and our children's children.

THE FLAG'S PLEA

When we look at the Flag and in its stars and stripes, and in its red and its white and its blue, we read its story and hear its message; when we contemplate what it all means and stands for; when we think at what cost of life and sacrifice the Flag today flies over us, it mutely entreats us to cherish it, to keep it as it has been handed down to us, and to DEFEND it.

WHAT IS YOUR ANSWER TO THIS SILENT PLEA OF OUR FLAG?

AMERICAN FLAG IN EVERY AMERICAN HOME

It may be said that every American Home is an American Castle. On the fireside is built the Nation. Can you, then, think of anything more appropriate than to fly from our homes on Washington's Birthday, July Fourth, Flag Day, and other patriotic occasions the American Flag as an expression of love of Country and appreciation of the blessings of "Life, Liberty and the pursuit of Happiness" enjoyed by those living in the home, under the protection of that Flag?

So, if you have a Flag in your home, see that it is displayed on every suitable occasion. If there is no Flag in your home, get one and make use of it.

Chapter VIII

EDUCATION AND THE FLAG

Education is one of the great American ideals. More than one of our statesmen has uttered the sentiment, "The School must save the State."

Be it said to the credit and glory of the American people that one of the finest and biggest things they buy with their great wealth is education.

SUPPOSE WE HAD NO SCHOOLS?

A boy or a girl may sometimes think it hard lines to have to go to school, but he or she would think it much worse, if there were no school to go to. Not only does education make us more able to earn a living, but it makes us wiser and happier and better able to enjoy the higher, the nobler things of life.

MAKING HEADWAY

We are spending ten times as much for the education of each child in the Country today as we did thirty or forty years ago. At that time only one child out of nine had the benefit of high-school education. Now the proportion is one out of two. The increase in students in colleges and universities has been equally fast. There are more students in our American high-schools than in schools of that grade in all other countries put together. Many more young people are in American colleges and universities than in those of all the rest of the world. Our high-schools, colleges and universities are adding every year more pupils.

ONE REASON WHY WE ARE GREAT

One of the principal reasons why the United States is today such a great Nation and is getting greater is that we have such a splendid system of education.

FIRST FLAG FLOWN OVER SCHOOL HOUSE

The first American Flag to fly over a public school house in this Country was flown over a log-house at Catamount Hills,

Massachusetts, in the year 1812. A tablet now marks the place where the little log school house stood.

Today, thank God, the American Flag, by State laws or by custom, waves exultantly over practically all the school houses of the Land, for Education is the Keystone of the Nation, and the school-room is the Citadel of the Flag!

LET US LISTEN TO EDUCATION

I AM EDUCATION. I bear the torch that enlightens the world, fires the imagination of man, feeds the flame of genius. I give wings to dreams and might to hand and brain.

From out the deep shadows of the past I come, wearing the scars of struggle and the stripes of toil, but bearing in triumph the wisdom of all ages. Man, because of me, holds dominion over earth, air and sea; it is for him I leash the lightning, plumb the deep and shackle the ether.

I am the parent of progress, creator of culture, molder of destiny. Philosophy, science and art are the works of my hand. I banish ignorance, discourage vice, disarm anarchy.

Thus have I become freedom's citadel, the arm of democracy, the hope of youth, the pride of adolescence, the joy of age. Fortunate the nations and happy the homes that welcome me.

The school is my work-shop; here I stir ambitions, stimulate ideals, forge the keys that open the door to opportunity. I am the source of inspiration; the aid of aspiration. I am irresistible power.

—BETTER SCHOOLS LEAGUE.

Chapter IX

DECLARATION OF INDEPENDENCE AND THE FLAG

The Flag of the United States may be called the *soul* of the Nation, for it symbolizes our National hopes, ideals, and aspiration. The Constitution of the United States, it may be said, is the *backbone* of the Nation. And well may the Declaration of Independence be called the *heart* of the Nation, for it is in the message and story of this Great Human Document that we find the heart-throbs of our forefathers.

In language whose force and elegant simplicity are marvelous; in phrases enunciating principles that are eternal, the Declaration of Independence tells how Americans feel on the subject of personal and political freedom. It is the Magna Charta of American Liberty. It is the Birth Certificate of the American Nation—an Immortal Document marking the birth of the American Nation, and declaring the separation of that Nation from England. It is the Great Creed of self-governed freemen.

Before the signing of the Declaration of Independence the Colonies were fighting as a protest against taxation without representation and other wrongs enumerated in the Declaration, but with the adoption of this Great Document the American people began to fight for Independence and the divine rights of "Life, Liberty and the pursuit of Happiness."

FIVE PARTS

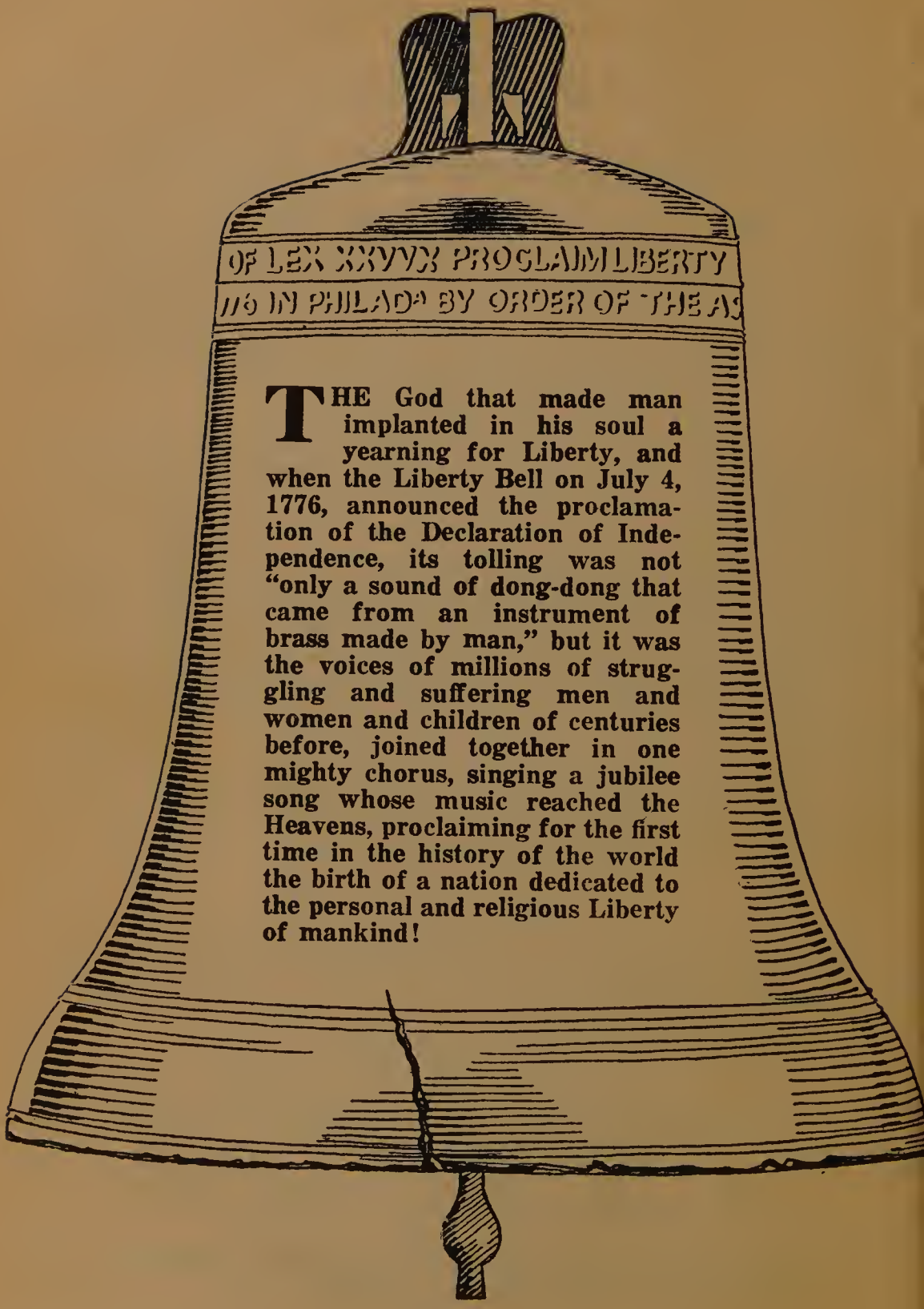
The Declaration of Independence divides itself into five basic parts, as follows:

PART I. (*First paragraph.*) Preamble.

PART II. (*Second paragraph.*) A declaration of certain political principles which, in the belief of our forefathers, applied to all mankind.

PART III. (*Third to thirtieth paragraph, inclusive.*) A declaration of the wrongs suffered by the Colonies.

PART IV. (*Last paragraph.*) A declaration of independence and general basic powers of the new Nation.



THE God that made man implanted in his soul a yearning for Liberty, and when the Liberty Bell on July 4, 1776, announced the proclamation of the Declaration of Independence, its tolling was not "only a sound of dong-dong that came from an instrument of brass made by man," but it was the voices of millions of struggling and suffering men and women and children of centuries before, joined together in one mighty chorus, singing a jubilee song whose music reached the Heavens, proclaiming for the first time in the history of the world the birth of a nation dedicated to the personal and religious Liberty of mankind!

THE DECLARATION OF INDEPENDENCE

(Adopted July 4, 1776, by the Second Continental Congress in session at Philadelphia.)

(In this column is given the text of the Declaration of Independence.)

When in the course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are Life, Liberty and the pursuit of Happiness.

(In this column are given explanatory comments by the writer.)

The *"political bands"* referred to were allegiance to the King of England and obedience to the laws of the British Parliament.

"A decent respect to the opinion of mankind" acknowledges the importance and power of public opinion, which no one, however great or powerful, can afford to ignore.

This is the most fundamental, far-reaching statement in the whole Document. It is the very soul of the American Political Creed. It states the principle upon which the whole form of American government is founded. *"All men are created equal"* means that all men are equal in the eyes of the law and that they, irrespective of wealth, social position, or other condition in life, have the same civil and political Rights; that all men have an equal Right to Life, Liberty, and the pursuit of Happiness. It means that the God who makes men im-

plants in the hearts of *all* men the same yearning for Life, Liberty, and the pursuit of Happiness.

That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed. That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

"Deriving their just powers from the consent of the governed," is the life-principle of popular, self-government. The right to have a voice in their own government is one for which mankind has been striving and fighting for centuries, and for which the Colonists had been contending for a long time.

Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security. Such has been the patient sufferance of these Colonies; and such is now

This declaration shows how patient and suffering the Colonists had been, and that it was only after great thought and careful consideration that they were taking such a momentous step, a step to which they had been driven by long-continued injuries and usurpations.

the necessity which constrains them to alter their former Systems of Government.

The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States.

The Colonists held the King of Great Britain directly responsible for all the *"repeated injuries and usurpations"* which they had suffered, because he was the head of the British Government, and, therefore, responsible for the acts of Parliament and his ministers, who were, in effect, his agents.

To prove this, let Facts be submitted to a candid world.

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.

These three indictments have reference to the veto power which the British King had over the laws passed by the legislatures of the Colonies—a power which the King had greatly abused by repeatedly vetoing fair and reasonable laws passed by Colonial assemblies.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their Public Records, for the sole

These charges against the King were not his direct acts. They were the acts of the governors of different Colonies, but, as they were the agents of

purpose of fatiguing them into compliance with his measures.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative Powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the meantime exposed to all the dangers of invasion from without, and convulsions within.

He has endeavored to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migration hither, and raising the conditions of new Appropriations of Lands.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary Powers.

He has made Judges dependent on his Will alone, for the tenure of their offices and the amount and payment of their salaries.

He has erected a multitude of New Offices, and sent hither

the King and he countenanced their acts, he was as guilty as they were. The governors whose acts were often inspired by the King or his ministers, were very high-handed.

These indictments have reference to the King's abuse of his veto power.

In order to make more complete his control of the judiciary, he had made the judges dependent on the Crown instead of on the Colonial legislatures, as they naturally and logically should have been.

Not only did these acts of the King make the military power,

swarms of Officers to harass our People, and eat out of their substance.

He has kept among us, in times of peace, Standing Armies without the consent of our legislature.

He has affected to render the Military independent of and superior to the Civil Power.

which he controlled absolutely, superior to the civil, but it also built up in the Colonies a tyrannical military system.

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

The list of charges mentioned refer to acts of Parliament, whose power over the Colonies was not acknowledged by the Colonies. These particular acts were especially obnoxious to the Colonies.

For quartering large bodies of armed troops among us:

The King could send soldiers to any Colony and the Colonists had to furnish them with food and shelter. If no public quarters were available, then the soldiers could be quartered in any private homes, regardless of the wishes of the owners.

For protecting them, by a mock Trial, from Punishment for any Murders which they should commit on the Inhabitants of these States:

Instead of trying in the Colonies soldiers who committed crimes or other offenses against the Colonists, they were sent to England for trial, their trials being a mockery.

For cutting off our Trade with all parts of the world:

Laws which had been enacted by Parliament made practically impossible, trade with any country except Great Britain.

For imposing taxes on us without our Consent:

It was on this injustice that one of the principal causes of the Revolutionary War was

based: "Taxation without representation."

For depriving us in many cases, of the benefits of Trial by Jury:

This refers to the fact that cases under the Trade Acts and for violations of the customs laws, were tried by courts of admiralty, generally controlled by the Crown, instead of by jury Courts.

For transporting us beyond Seas to be tried for pretended offences:

This was a manifest injustice.

For abolishing the free System of English Laws in a neighbouring Province, establishing therein an Arbitrary government, and enlarging its boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies:

This refers to the Quebec Act of 1774 which did not provide for trial by jury and made virtually no provision for popular government. The Act extended the boundaries of Quebec so as to take in the Ohio Valley and the Great Lakes Region. The Colonists rightly saw in this grave danger to their own liberty and institutions, chief of which were jury trial and legislatures elected by the people.

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:

The British Parliament had virtually revoked the Charter of Massachusetts; had forbidden the calling of town-meetings except by the Governor; had made the Governors Council appointive instead of elective, and had changed the form of government in other respects.

For suspending our own Legislatures, and declaring themselves invested with Power to

These acts of the King were most high-handed and tyrannical.

legislate for us in all cases whatsoever.

He has abdicated Government here, by declaring us out of his Protection and waging War against us.

He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.

He is at this time transporting large armies of foreign mercenaries to complete the works of death, desolation and tyranny, already begun with circumstances of Cruelty & perfidy scarcely paralleled in the most barbarous ages, and totally unworthy of the Head of a civilized nation.

The atrocities mentioned were, indeed, "unworthy of the Head of a civilized nation," and the hiring of ruthless, mercenary Hessian soldiers was looked upon as the King's crowning act of perfidy. It was just like hiring gunmen to assault and kill members of your family you didn't like.

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or fall themselves by their Hands.

Any Colonists captured on the high seas might be pressed into naval service and made to fight against fellow-Colonists, and hundreds of them were so impressed.

He has excited domestic insurrections amongst us, and has endeavored to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare is an undistinguished destruction of all ages, sexes and conditions.

In the North, Indians of the Six Nations had been employed to fight the Colonists, and in the South arms and ammunition were issued to the Indians, who were aroused against the settlers and massacred many of them.

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms. Our repeated Peti-

This indictment speaks for itself.

tions have been answered only by repeated injury. A Prince, whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free People.

Nor have We been wanting in attention to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity and we have conjured them by the ties of our common kindred to disavow these usurpations, which would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

The leaders of the cause of the Colonies had written and published both in the Colonies and in England vast numbers of articles and pamphlets which had been widely distributed. Furthermore, agents had been sent to England to appeal to their sense of justice, but they met deaf ears.

We, therefore, the Representatives of the United States of America, in General Congress Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do in the Name, and by Authority of the good People of these

This concluding paragraph of this Great Document contains a touching, earnest appeal to God, showing the reliance our forefathers placed in Divine Providence. It declares the absolute and lasting separation of the Colonies from Great Britain,

Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance of the Protection of Divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

and proclaims for the first time in the history of the world the birth of a nation dedicated to the personal and religious Liberty of mankind!

SIGNERS OF THE DECLARATION

The following fifty-six delegates, arranged alphabetically, with the States which they represented after their names, and their occupations likewise indicated, signed the Declaration of Independence:

John Adams, Massachusetts, lawyer; *Samuel Adams,* Massachusets, merchant; *Josiah Bartlett,* New Hampshire, physician; *Carter Braxton,* Virginia, planter; *Charles Carroll,* Maryland, lawyer; *Samuel Chase,* Maryland, lawyer; *Abraham Clark,* New Jersey, lawyer; *George Clymer,* Pennsylvania, merchant; *William Ellery,* Rhode Island, lawyer; *William Floyd,* New York, farmer; *Benjamin Franklin,* Pennsylvania, printer; *Elbridge Gerry,* Massachusetts, merchant; *Button Gwinnett,* Georgia, merchant; *Lyman Hall,* Georgia, physician; *John Hancock,* Massachusetts, merchant; *Benjamin Harrison,* Virginia, farmer; *John*

Hart, New Jersey, farmer; *Joseph Hewes,* North Carolina, lawyer; *Thomas Heyward, Jr.,* South Carolina, lawyer; *William Hooper,* North Carolina, lawyer; *Stephen Hopkins,* Rhode Island, farmer; *Francis Hopkinson,* New Jersey, lawyer; *Samuel Huntington,* Connecticut, lawyer; *Thomas Jefferson,* Virginia, lawyer; *Richard Henry Lee,* Virginia, soldier; *Francis Lightfoot Lee,* Virginia, farmer; *Francis Lewis,* New York, merchant; *Philip Livingston,* New York, merchant; *Thomas Lynch, Jr.,* South Carolina, lawyer; *Thomas McKean,* Delaware, lawyer; *Arthur Middleton,* South Carolina, lawyer; *Lewis Morris,* New York, farmer; *Robert Morris,* Pennsylvania, merchant; *John Morton,* Pennsylvania, surveyor; *Thomas Nelson, Jr.,* Virginia, statesman; *William Paca,* Maryland, lawyer; *Robert Treat Paine,* Massachusetts, lawyer; *John Penn,* North Carolina, lawyer; *George Read,* Delaware, lawyer; *Caesar Rodney,* Delaware, general; *George Ross,* Pennsylvania, lawyer; *Benjamin Rush,* Pennsylvania, physician; *Edward Rutledge,* South Carolina, lawyer; *Roger Sherman,* Connecticut, shoemaker; *James Smith,* Pennsylvania, lawyer; *Richard Stockton,* New Jersey, lawyer; *Thomas Stone,* Maryland, lawyer; *George Taylor,* Pennsylvania, physician; *Matthew Thornton,* New Hampshire, physician; *George Walton,* Georgia, lawyer; *William Whipple,* New Hampshire, sailor; *William Williams,* Connecticut, statesman; *James Wilson,* Pennsylvania, lawyer; *John Witherspoon,* New Jersey, minister; *Oliver Wolcott,* Connecticut, physician; *George Wythe,* Virginia, lawyer.

CLASSIFICATION OF SIGNERS

Farmers, 8; General, 1; Lawyers, 25; Merchants, 7; Minister, 1; Physicians, 6; Planter, 1; Printer, 1; Sailor, 1; Shoemaker, 1; Soldier, 1; Surveyor, 1; Statesmen, 2. Total, 56.

Chapter X

THE CONSTITUTION AND THE FLAG

The Constitution of the United States was adopted September 17, 1787.

Our forefathers who framed the Constitution—Washington, Jefferson, Franklin, Hamilton, and others—were not ordinary men. They were unusual men of great ability and profound learning. They were thoroughly familiar with history, governments and laws. They knew the attempts that had been made in forming republics. They aimed to avoid the pitfalls and the mistakes that had been made by other statesmen in other countries. They had before them the English Constitution, the Magna Charta, and the other basic laws of the world. They took the good points of all these documents, improved upon them, and added new points to suit their needs. The result was one of the most remarkable documents in the history of the world.

WHAT TWO GREAT ENGLISHMEN SAID

Gladstone, the great Englishman and lawyer, said: "The American Constitution is the most wonderful work ever struck off at a given time by the brain and purpose of man." Lord Bryce, another famous English statesman, said: "The American Constitution ranks above every other written constitution for the intrinsic excellence of its scheme, its adaptation to the circumstances of the people, the simplicity, brevity, and precision of its language, its judicious mixture of definiteness in principle with elasticity in details."

OUR GUIDE

It is in this instrument of fabric of stubborn strength; in this beacon light that has safely guided the Nation through every crisis of its existence that we find the fundamental principles and eternal truths that guide us as individual citizens. However, we are so accustomed to the thousands of blessings which flow from the Constitution that we are inclined to forget their source. It is the duty of every American to study and understand this great American Charter.

MACHINERY AND CHARTER PROVISIONS

The provisions of the Constitution fall into two categories: The machinery provisions and the charter provisions. The former have to do with the mechanics of government, such as the manner in which the President and members of Congress shall be elected, how Congress shall be convened, the powers and prerogatives of the different departments of the Government, and so forth. The charter provisions cover the great principles of personal liberty, religious freedom, safety of person and property, right of assembly, freedom of speech, and protection of life. They are the great rocks on which is founded all human happiness.

A LIVE, INTERESTING DOCUMENT

It is the technical nature of its machinery provisions that is responsible for the popular impression that the Constitution of the United States is a dry uninteresting document. However, there are its charter provisions. Indeed, in this respect our Constitution is an intensely live, interesting document that should, and that can, command the attention of, and inspire every American, whether man or woman, boy or girl. It is a very *human* document which is directly connected with the life of every individual in the United States, whether young or old, for its purpose is to properly guard the rights of the individual, that all may have equal chance.

ROMANCE, HISTORY, POETRY

Behind this great Document are all the romance, history and poetry of the American Republic. Men have struggled, made sacrifice, and died for its provisions. Great battles have been fought to preserve its principles. The success or failure of representative government—of "government of, for, and by the people"—in the world depends upon the maintenance, in all its integrity, of the Constitution of the United States of America.

THREE GREAT NEW PRINCIPLES

Not only does our Constitution embody the great principles of human liberty which it took the Saxon peoples almost a thousand years (from the Norman Conquest) of struggle to

wring from Norman kings with Roman conceptions of sovereign rule, but we have added three new principles which the world considers the most remarkable part of the American Constitution, viz.:

First: The protection of the people's liberties from any danger from the Legislature, the Courts, or the Executive, which is accomplished by the separation of the powers of the Government, as expressed in the famous words of our great Bill of Rights:

"In the government of this commonwealth, the legislative department shall never exercise the executive and judicial powers, or either of them: the executive shall never exercise the legislative and judicial powers, or either of them: the judicial shall never exercise the legislative and executive powers, or either of them: to the end it may be a government of laws and not of men."

The words, "may be a government of laws and not of men," were pronounced by Daniel Webster as the greatest words contained in any written constitutional document. It was the first time in the history of the world that such a separation of the powers of the Government had been made in order to protect the liberties of the individual. The people of England had more than once lost their liberties by having Kings assume legislative powers—that is, make laws; or assume judicial powers, by either interfering with or controlling the courts which interpreted them. Our forefathers, in their wisdom, decided to make impossible such menacing of the freedom of the American people.

Second: Another invention we added, one novel in the history of the world, is our wonderful scheme of local self-government, whereby the people control their own affairs. This principle, from prehistoric times a cardinal Anglo-Saxon right, was, in the words of Frederick Jesup Stimson, "recognized in our Constitution and conjoined with the powerful national government working directly upon the people and not upon the States, as had been the case in all other federations of history. So that we, the people, manage our own domestic affairs, sue and are sued in our own courts, are tried under our local laws,

while yet we have clothed the national Government at Washington with power adequate to defend the Nation, maintain its dignity abroad, and duly regulate affairs of national concern."

Third: The third new and wonderful invention of our Constitution to safeguard personal freedom was the creation of a Supreme Court of the United States, making it the great high guardian of the Constitution, so that no law could be made and no act done in violation of the constitutional rights of any American citizen, however, humble, without the citizen being able to go into a court and have the law annulled.

STUDY THE CONSTITUTION

With the world in its present unsettled condition and our own Country drifting into dangerous tendencies, there has never before in the history of the Nation been as great a need for paying more attention to the Constitution of the United States. A mere reading of the Constitution will not mean much, if anything, to you. You must *study* and *understand* it in order to realize its value and possibilities. You must analyze its provisions, letting your mind dwell on each and every one of them, and think what they mean to YOU, as one who is enjoying the blessings and protection of the American Flag.

RIGHTS GUARANTEED BY CONSTITUTION

The following brief statements indicate some of the ways in which the Constitution guarantees the rights, liberties, and privileges of all men, women, and children who live under the American Flag:

1. The free exercise of religious belief.
2. Freedom of speech.
3. Freedom of the press.
4. The right of people peaceably to assemble.
5. The right to petition the government for a redress of grievances.
6. To keep and bear arms.
7. Security against unreasonable searches and seizures of persons, houses, papers and effects.

8. Trial by jury.

9. No one shall be put in jeopardy of life or limb twice for the same offense.

10. A citizen cannot be compelled to be a witness against himself.

11. Private property cannot be taken for public use without just compensation.

12. The right to a speedy and public trial by an impartial jury.

13. Any accused citizen may have witnesses in his favor and assistance of counsel for his defense.

14. Excessive bail nor excessive fines shall not be required, nor cruel and unusual punishments inflicted.

15. No form of slavery shall exist.

16. The privileges and immunities of citizens of the United States shall not be abridged by any State.

17. The right of citizens to vote shall not be denied by any State on account of race, color or previous condition of servitude.

18. No title of nobility shall be granted by the United States.

19. The citizens of each State shall be entitled to all the privileges of citizens in the several States.

20. No religious test shall ever be required as a qualification to any office or public trust under the United States.

ABOUT THE CONSTITUTION

The greatest heritage that has fallen to any single people in history is our Federal Constitution. Its making was the greatest human achievement since Creation, and it marked the greatest event in the history of the world, save only the birth of Christ.—Harry F. Atwood.

The Constitution remains the surest and safest foundation for a free government that the wit of man has yet devised.—Nicholas Murry Butler.

The Constitution of the United States, with its fine equilibrium between efficient power and individual liberty, still remains the best hope of the world.—J. M. Beck.

As the patriots of seventy-six did to the support of the Declaration of Independence, so to the support of the Constitution and laws let every American pledge his life, his property and his sacred honor.—Abraham Lincoln.

The Federal Constitution—the whole of it is nothing but a code of the people's liberties, political and civil. The Constitution is not a mass of rules, but the very substance of our freedom, not obsolete, but in every part alive; more needful now than ever, and as fitted to our needs.—STIMSON.

Our Constitution is something to live with and for and by; something to learn to defend other than by war.—HUTCHESON.

THE CONSTITUTION OF THE UNITED STATES

PREAMBLE

WE, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defence, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this CONSTITUTION FOR THE UNITED STATES OF AMERICA.

ARTICLE I.

Legislative Power Vested in Congress

SECTION 1. All legislative powers herein granted shall be vested in a congress of the United States, which shall consist of a senate and house of representatives.

Composition of the House of Representatives

SEC. 2. The house of representatives shall be composed of members chosen every second year by the people of the several states; and the electors in each state shall have the qualifications requisite for electors of the most numerous branch of the state legislature.

Qualifications of Representatives

No person shall be a representative who shall not have attained to the age of twenty-five years and been seven years a citizen of the United States, and who shall not, when elected, be an inhabitant of that state in which he shall be chosen.

Apportionment of Representative and Direct Taxes—Census

Representatives and direct taxes[1] shall be apportioned among the several states which may be included within this Union, according to their respective numbers, which shall be determined by adding to the whole number of (free)[2] persons, including those bound to service for a term of years, and excluding Indians not taxed (three-fifths of all other persons).[2] The actual enumeration

[1]See Amendment XVI., which permits the laying of taxes on incomes without apportionment.

[2]See Amendment XIII. and XIV., which prohibit slavery and define the count for representation. Words in parenthesis are obsolete.

shall be made within three years after the first meeting of the congress of the United States, and within every subsequent term of ten years, in such manner as they shall by law direct. The number of representatives shall not exceed one for every thirty thousand, but each state shall have at least one representative; and until such enumeration shall be made, the state of New Hampshire shall be entitled to choose three, Massachusetts, eight; Rhode Island and Providence Plantations, one; Connecticut, five; New York, six; New Jersey, four; Pennsylvania, eight; Delaware, one; Maryland, six; Virginia, ten; North Carolina, five; South Carolina, five; and Georgia, three.

Filling of Vacancies in Representatives

When vacancies happen in the representation from any state, the executive authority thereof shall issue writs of election to fill such vacancies.

Selection of Officers—Power of Impeachment of the Senate

The house of representatives shall choose their speaker and other officers, and shall have the sole power of impeachment.

Of the Senate

SEC. 3. The senate of the United States shall be composed of two senators from each state, chosen by the *people* thereof, for six years; and each senator shall have one vote. *The electors in each state shall have the qualifications requisite for electors of the most numerous branch of the state legislature.*[3]

Classification of Senators—Filling of Vacancies

Immediately after they shall be assembled in consequence of the first election, they shall be divided, as equally as may be, into three classes. The seats of the senators of the first class shall be vacated at the expiration of the second year, of the second class at the expiration of the fourth year, and of the third class at the expiration of the sixth year, so that one-third may be chosen every second year. *When vacancies happen in the representation of any state in the senate, the executive authority of such state shall issue writs of election to fill such vacancies: Provided, that the legislature of any state may empower the executive thereof to make temporary appointment until the people fill the vacancies by the election as the legislature may direct.*[3]

Qualifications of Senators

No person shall be a senator who shall not have attained to the age of thirty years, and been nine years a citizen of the United States, and who shall not, when elected, be an inhabitant of that state for which he shall be chosen.

Vice-President to be President of the Senate

The vice-president of the United States shall be president of the senate, but shall have no vote, unless they be equally divided.

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[3]The text in *Italic* type incorporates the 17th amendment as part of the Constitution.

Selection of Senate Officers—President pro tempore

The senate shall choose their other officers, and also a president *pro tempore*, in the absence of the vice-president, or when he shall exercise the office of president of the United States.

Senate to Try Impeachment

The senate shall have the sole power to try all impeachments. When sitting for that purpose, they shall be on oath or affirmation. When the president of the United States is tried, the chief justice shall preside; and no person shall be convicted without the concurrence of two-thirds of the members present.

Judgment in Cases of Impeachment

Judgment in cases of impeachment shall not extend further than to removal from office and disqualification to hold and enjoy any office of honour, trust or profit under the United States; but the party convicted shall nevertheless be liable and subject to indictment, trial, judgment and punishment according to law.

Control of Congressional Elections

SEC. 4. The times, places and manner of holding elections for senators and representatives, shall be prescribed in each state by the legislature thereof; but the congress may at any time by law make or alter such regulations, except as to the places of choosing senators.

Time for Assembling of Congress

The congress shall assemble at least once in every year, and such meeting shall be on the first Monday in December, unless they shall by law appoint a different day.

Each House to be the Judge of the Election and Qualifications of Its Members Regulation as to Quorum

SEC. 5. Each house shall be the judge of the elections, returns and qualifications of its own members, and a majority of each shall constitute a quorum to do business; but a smaller number may adjourn from day to day, and may be authorized to compel the attendance of absent members in such manner, and under such penalties, as each house may provide.

Each House to Determine Its Own Rules

Each house may determine the rules of its proceedings, punish its members for disorderly behavior, and with the concurrence of two-thirds expel a member.

Journals and Yeas and Nays

Each house shall keep a journal of its proceedings, and from time to time publish the same, excepting such parts as may in their judgment require secrecy; and the yeas and nays of the members of either house on any question shall, at the desire of one-fifth of those present, be entered on the journal.

Adjournment

Neither house, during the session of congress, shall, without the consent of the other, adjourn for more than three days, nor to any other place than that in which the two houses shall be sitting.

Compensation and Privileges of Members of Congress

SEC. 6. The senators and representatives shall receive a compensation for their services, to be ascertained by laws and paid out of the treasury of the United States. They shall in all cases, except treason, felony and breach of the peace, be privileged from arrest during their attendance at the session of their respective houses, and in going to and returning from the same; and for any speech or debate in either house, they shall not be questioned in any other place.

Incompatible Offices—Exclusions

No senator or representative shall, during the time for which he was elected, be appointed to any civil office under the authority of the United States, which shall have been created, or the emoluments whereof shall have been increased, during such time; and no person holding any office under the United States shall be a member of either house during his continuance in office.

Revenue Bills to Originate in House

SEC. 7. All bills for raising revenue shall originate in the house of representatives; but the senate may propose or concur with amendments as on other bills.

Manner of Passing Bills—Veto Power of President

Every bill which shall have passed the house of representatives and the senate shall, before it become a law, be presented to the president of the United States; if he approve, he shall sign it, but if not, he shall return it with his objections, to that house in which it shall have originated, who shall enter the objections at large on their journal, and proceed to reconsider it. If after such reconsideration two-thirds of that house shall agree to pass the bill, it shall be sent, together with the objections, to the other house, by which it shall likewise be reconsidered, and if approved by two-thirds of that house, it shall become a law. But in all such cases the votes of both houses shall be determined by yeas and nays, and the names of the persons voting for and against the bill shall be entered on the journal of each house respectively. If any bill shall not be returned by the president within ten days (Sundays excepted) after it shall have been presented to him, the same shall be a law, in like manner as if he had signed it, unless the congress, by their adjournment, prevent its return, in which case it shall not be a law.

Concurrent Orders, Resolutions, etc., to be Passed on by President

Every order, resolution, or vote, to which the concurrence of the senate and house of representatives may be necessary (except on a question of adjournment) shall be presented to the president of the United States; and before the same shall take effect, shall be approved by him, or being dis-

approved by him, shall be repassed by two-thirds of the senate and house of representatives, according to the rules and limitations prescribed in the case of a bill.

General Powers of Congress

SEC. 8. The congress shall have power:

Taxation

To lay and collect taxes, duties, imposts and excises, to pay the debts and provide for the common defence and general welfare of the United States; but all duties, imposts and excises shall be uniform throughout the United States;

Borrowing of Money

To borrow money on the credit of the United States;

Regulation of Commerce

To regulate commerce with foreign nations and among the several states, and with the Indian tribes;

Naturalization and Bankruptcy

To establish an uniform rule of naturalization, and uniform laws on the subject of bankruptcies throughout the United States;

Money, Weights and Measures

To coin money, regulate the value thereof and of foreign coin, and fix the standards of weights and measures;

Counterfeiting

To provide for the punishment of counterfeiting the securities and current coin of the United States;

Post Offices

To establish post offices and post roads;

Patents and Copyrights

To promote the progress of science and useful arts, by securing for limited times to authors and inventors the exclusive right to their respective writings and discoveries;

Inferior Courts

To constitute tribunals inferior to the supreme court;

Piracies, Felonies, etc.

To define and punish piracies and felonies committed on the high seas, and offences against the law of nations;

War—Marque and Reprisal

To declare war, grant letters of marque and reprisal, and make rules concerning captures on land and water;

Armies

To raise and support armies; but no appropriation of money to that use shall be for a longer term than two years;

Navy

To provide and maintain a navy;

Land and Naval Forces

To make rules for the government and regulation of the land and naval forces;

Calling Out Militia

To provide for calling forth the militia to execute the laws of the Union, suppress insurrections, and repel invasions;

Organizing, Arming and Disciplining Militia

To provide for organizing, arming and disciplining the militia, and for governing such part of them as may be employed in the service of the United States, reserving to the states respectively, the appointment of the officers and the authority of training the militia, according to the discipline prescribed by congress;

Exclusive Legislation Over District of Columbia, etc.

To exercise exclusive legislation, in all cases whatsoever, over such district (not exceeding ten miles square) as may, by cession of particular states and the acceptance of congress, become the seat of the government of the United States, and to exercise like authority over all places, purchased by the consent of the legislature of the state in which the same shall be, for the erection of forts, magazines, arsenals, dock-yards and other needful buildings;

To Enact Laws Necessary to Enforce Constitution

And to make all laws which shall be necessary and proper for carrying into execution the foregoing powers, and all other powers vested by this constitution in the government of the United States, or in any department or officer thereof.

Migration or Importation of Certain Persons not to be Prohibited Before 1808

SEC. 9. The migration or importation of such persons as any of the states now existing shall think proper to admit, shall not be prohibited by the congress prior to the year one thousand eight hundred and eight, but a tax or duty may be imposed on such importation, not exceeding ten dollars for each person.

Writ of Habeas Corpus not to be Suspended—Exception

The privilege of the writ of Habeas Corpus shall not be suspended, unless when, in cases of rebellion or invasion, the public safety may require it.

Bills of Attainder and Ex Post Facto Laws Prohibited

No bill of attainder, or ex post facto law, shall be passed.

Capitation and Other Direct Taxes

No capitation or other direct tax shall be laid, unless in proportion to the census or enumeration herein before directed to be taken.[1]

Exports not to be Taxed. No Preference to be Given to Ports of any State—Interstate Shipping

No tax or duty shall be laid on articles exported from any state. No preference shall be given by any regulation of commerce or revenue, to the ports of one state over those of another; nor shall vessels bound to or from one state be obliged to enter, clear, or pay duties in another.

Money, How Drawn From Treasury—Financial Statements to be Published

No money shall be drawn from the treasury, but in consequence of appropriations made by law; and a regular statement and account of the receipts and expenditures of all public money shall be published from time to time.

Titles of Nobility not to be Granted—Acceptance by Government Officers of Favor From Foreign Powers

No title of nobility shall be granted by the United States; and no person holding any office of profit or trust under them, shall, without the consent of the congress, accept of any present, emolument, office, or title of any kind whatever, from any king, prince, or foreign state.

Limitations of the Powers of the Several States

SEC. 10. No state shall enter into any treaty, alliance, or confederation; grant letters of marque and reprisal; coin money; emit bills of credit; make anything but gold and silver coin a tender in payment of debts; pass any bill of attainder, ex post facto law, or law impairing the obligation of contracts; or grant any title of nobility.

State Imports and Duties

No state shall, without the consent of the congress, lay any imposts or duties on imports or exports, except what may be absolutely necessary for executing its inspection laws; and the net produce of all duties and imposts laid by any state on imports or exports shall be for the use of the treasury of the United States; and all such laws shall be subject to the revision and control of the congress.

[1]Amendment XVI. permits levy of taxes on incomes without apportionment.

Further Restrictions on Powers of States

No state shall, without consent of congress, lay any duty of tonnage, keep troops or ships of war in time of peace, enter into any agreement or compact with another state or with a foreign power, or engage in war, unless actually invaded or in such imminent danger as will not admit of delay.

ARTICLE II.

Of the President—The Executive Power

SECTION 1. The executive power shall be vested in a president of the United States of America. He shall hold his office during the term of four years; and together with the vice-president chosen for the same term, be elected as follows:—

Appointment and Qualifications of President Electors

Each state shall appoint, in such manner as the legislature thereof may direct, a number of electors, equal to the whole number of senators and representatives to which the state may be entitled in the congress; but no senator or representative, or person holding an office of trust or profit under the United States, shall be appointed an elector.

Method of Electing the President and Vice-President

The electors shall meet in their respective states, and vote by ballot for president and vice-president, one of whom at least shall not be an inhabitant of the same state with themselves; they shall name in their ballots the person voted for as president, and in distinct ballots the person voted for as vice-president; and they shall make distinct lists of all persons voted for as president and of all persons voted for as vice-president, and of the number of votes for each, which lists they shall sign and certify and transmit sealed to the seat of the government of the United States, directed to the president of the senate; the president of the senate shall, in presence of the senate and house of representatives, open all the certificates, and the votes shall then be counted; the person having the greatest number of votes for president shall be the president, if such number be a majority of the whole number of electors appointed; and if no person have such majority, then, from the persons having the highest number, not exceeding three, on the list of those voted for as president, the house of representatives shall choose immediately, by ballot, the president; but in choosing the president, the votes shall be taken by states, the representation from each state having one vote; a quorum for this purpose shall consist of a member or members from two-thirds of the states, and a majority of all the states shall be necessary to a choice; and if the house of representatives shall not choose a president, whenever the right of choice shall devolve upon them, before the fourth day of March next following, then the vice-president shall act as president, as in the case of the death, or other constitutional disability of the president.

The person having the greatest number of votes as vice-president shall be the vice-president, if such number be a majority of the whole number of electors appointed, and if no person have a majority, then, from two highest numbers

on the list, the senate shall choose the vice-president; a quorum for the purpose shall consist of two-thirds of the whole number of senators, and a majority of the whole number shall be necessary to a choice.

But no person constitutionally ineligible to the office of president shall be eligible to that of vice-president of the United States.[1]

Congress May Determine Time of Choosing Electors and Day for Casting Their Votes

The congress may determine the time of choosing the electors, and the day on which they shall give their votes; which day shall be the same throughout the United States.

Qualifications for the Office of President

No person, except a natural born citizen, or a citizen of the United States at the time of the adoption of this constitution, shall be eligible to the office of president; neither shall any person be eligible to that office who shall not have attained the age of thirty-five years, and been fourteen years a resident within the United States.

Filling Vacancy in Office of President

In case of the removal of the president from office, or of his death, resignation, or inability to discharge the powers and duties of the said office, the same shall devolve on the vice-president; and the congress may by law provide for the case of removal, death, registration, or inability, both of the president and vice-president, declaring what officer shall then act as president; and such officer shall act accordingly, until the disability be removed or a president shall be elected.

Compensation of the President

The president shall, at stated times, receive for his services a compensation, which shall neither be increased nor diminished during the period for which he shall have been elected; and he shall not receive within that period, any other emolument from the United States or any of them.

Oath to be Taken by the President

Before he enter on the execution of his office, he shall take the following oath or affirmation:—

"I do solemnly swear (or affirm) that I will faithfully execute the office of president of the United States, and will to the best of my ability preserve, protect and defend the constitution of the United States."

The President to be Commander-in-Chief of Army and Navy and Head of Executive Departments—May Grant Reprieves and Pardons

SEC. 2. The president shall be commander-in-chief of the army and navy of the United States, and of the militia of the several states when called into

[1]The text in *Italic* type is Article XII. of amendments, which replaced the original paragraphs prescribing the method of electing the president and vice-president.

the actual service of the United States; he may require the opinion, in writing, of the principal officer in each of the executive departments, upon any subject relating to the duties of their respective offices; and he shall have power to grant reprieves and pardons for offences against the United States, except in cases of impeachment.

President May, With Concurrence of Senate, Make Treaties, Appoint Ambassadors, etc.—Appointment of Inferior Officers, Authority of Congress Over

He shall have power, by and with the advice and consent of the senate, to make treaties, provided two-thirds of the senators present concur; and he shall nominate, and by and with the advice and consent of the senate, shall appoint ambassadors, other public ministers and consuls, judges of the supreme court, and all other officers of the United States, whose appointments are not herein otherwise provided for, and which shall be established by law. But the congress may, by law, vest the appointment of such inferior officers as they think proper, in the president alone, in the courts of law or in the heads of departments.

President May Fill Vacancies in Office During Recess of Senate

The president shall have power to fill up all vacancies that may happen during the recess of the senate, by granting commissions which shall expire at the end of their next session.

President to Give Advice to Congress—May Convene or Adjourn it on Certain Occasions—To Receive Ambassadors, etc.—Have Laws Executed and Commission all Officers

SEC. 3. He shall, from time to time, give to the congress information of the state of the union, and recommend to their consideration such measures as he shall judge necessary and expedient; he may, on extraordinary occasions, convene both houses or either of them, and in case of disagreement between them with respect to the time of adjournment, he may adjourn them to such time as he shall think proper; he shall receive ambassadors and other public ministers; he shall take care that the laws be faithfully executed; and shall commission all the officers of the United States.

All Civil Officers Removable by Impeachment

SEC. 4. The president, vice-president and all civil officers of the United States shall be removed from office on impeachment for, and conviction of, treason, bribery, or other high crimes and misdemeanors.

ARTICLE III.

Judicial Power—How Vested—Term of Office and Compensation of Judges

SECTION 1. The judicial power of the United States shall be vested in one supreme court, and such inferior courts as the congress may, from time to time, ordain and establish. The judges, both of the supreme and inferior

courts, shall hold their offices during good behavior, and shall, at stated times, receive for their services a compensation which shall not be diminished during their continuance in office.

Jurisdiction of Federal Courts

SEC. 2. The judicial power shall extend to all cases in law and equity arising under this constitution, the laws of the United States, and treaties made, or which shall be made, under their authority; to all cases affecting ambassadors, other public ministers and consuls; to all cases of admiralty and maritime jurisdiction; to controversies to which the United States shall be a party; to controversies between two or more states, between a state and citizens of another state,[1] between citizens of different states, between citizens of the same state claiming lands under grants of different states, and between a state, or the citizens thereof, and foreign states, citizens or subjects.

Original and Appellate Jurisdiction of Supreme Court

In all cases affecting ambassadors, other public ministers and consuls, and those in which a state shall be part, the supreme court shall have original jurisdiction. In all the other cases before mentioned, the supreme court shall have appellate jurisdiction, both as to law and fact, with such exceptions and under such regulations as the congress shall make.

Trial of all Crimes, Except Impeachment, to be by Jury

The trial of all crimes, except in cases of impeachment, shall be by jury; and such trial shall be held in the state where the said crimes shall have been committed; but when not committed within any state, the trial shall be at such place or places as the congress may by law have directed.

Treason Defined—Conviction of

SEC. 3. Treason against the United States shall consist only in levying war against them, or in adhering to their enemies, giving them aid and comfort. No person shall be convicted of treason, unless on the testimony of two witnesses to the same overt act, or on confession in open court.

Congress to Declare—Punishment for Treason—Proviso

The congress shall have power to declare the punishment of treason; but no attainder of treason shall work corruption of blood, or forfeiture, except during the life of the person attained.

ARTICLE IV.

Each State to Give Full Faith and Credit to the Public Acts and Records of Other States

SECTION 1. Full faith and credit shall be given in each state to the public acts, records and judicial proceedings of every other state. And the congress may by general laws prescribe the manner in which such acts, records and proceedings shall be proved, and the effect thereof.

[1]But see Article VI. of Amendments, which prohibits jurisdiction of suits against states by citizens of another state or by citizens or subjects of a foreign state.

Privileges of Citizens

SEC. 2. The citizens of each state shall be entitled to all privileges and immunities of citizens in the several states.

Extradition Between the Several States

A person charged in any state with treason, felony or other crime, who shall flee from justice and be found in another state, shall, on demand of the executive authority of the state from which he fled, be delivered up to be removed to the state having jurisdiction of the crime.

Persons Held to Labor or Service in One State, Fleeing to Another, To be Returned

No person held to service or labour in one state, under the laws thereof, escaping into another, shall, in consequence of any law or regulation therein, be discharged from such service or labour, but shall be delivered up on claim of the party to whom such service or labour may be due.

New States

SEC. 3. New states may be admitted by the congress into this union; but no new state shall be formed or erected within the jurisdiction of any other state; nor any state be formed by the junction of two or more states, or parts of states, without the consent of the legislatures of the states concerned, as well as of the congress.

Regulations Concerning Territory

The congress shall have power to dispose of, and make all needful rules and regulations respecting, the territory or other property belonging to the United States; and nothing in this constitution shall be so construed as to prejudice any claims of the United States, or of any particular state.

Republican Form of Government and Protection Guaranteed the Several States

SEC. 4. The United States shall guarantee to every state in this union a republican form of government, and shall protect each of them against invasion; and, on application of the legislature, or of the executive (when the legislature cannot be convened), against domestic violence.

ARTICLE V.

Ways in Which the Constitution Can be Amended

The congress, whenever two-thirds of both houses shall deem it necessary, shall propose amendments to this constitution, or on the application of the legislatures of two-thirds of the several states shall call a convention for proposing amendments, which, in either case, shall be valid to all intents and purposes, as part of this constitution, when ratified by the legislatures of three-fourths of the several states, or by conventions in three-fourths thereof, as the one or the other mode of ratification may be proposed by the con-

gress; provided that no amendment which may be made prior to the year one thousand eight hundred and eight shall in any manner affect the first and fourth clauses in the ninth section of the first article; and that no state, without its consent, shall be deprived of its equal suffrage in the senate.

ARTICLE VI.

Debts Contracted Under the Confederation Secured

All debts contracted, and engagements entered into, before the adoption of this constitution, shall be as valid against the United States, under this constitution, as under the confederation.

Constitution, Laws and Treaties of the United States to be Supreme

This constitution, and the laws of the United States which shall be made in pursuance thereof, and all treaties made, or which shall be made under the authority of the United States, shall be the supreme law of the land; and the judges in every state shall be bound thereby; anything in the constitution or laws of any state to the contrary notwithstanding.

Who Shall Take Constitutional Oath—No Religious Test as to Official Qualifications

The senators and representatives before mentioned, and the members of the several state legislatures, and all executive and judicial officers, both of the United States and of the several states, shall be bound by oath or affirmation to support this constitution; but no religious test shall ever be required as a qualification to any office or public trust under the United States.

ARTICLE VII.

Constitution to be Considered Adopted When Ratified by Nine States

The ratification of the conventions of nine states shall be sufficient for the establishment of this constitution between the states so ratifying the same.

AMENDMENTS TO THE CONSTITUTION

ARTICLE I.

Freedom of Religion, of Speech, of the Press, and Right of Petition

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press, or the right of the people peaceably to assemble and to petition the government for a redress of grievances.

ARTICLE II.

Right of People to Bear Arms not to be Infringed

A well regulated militia being necessary to the security of a free state, the right of the people to keep and bear arms shall not be infringed by law

ARTICLE III.

Quartering of Troops

No soldier shall, in time of peace, be quartered in any house, without the consent of the owner; nor in time of war, but in a manner to be prescribed by law.

ARTICLE IV.

Persons and Houses to be Secure from Unreasonable Searches and Seizures

The right of the people to be secure in their persons, houses, papers and effects, against unreasonable searches and seizures, shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched and the persons or things to be seized.

ARTICLE V.

Trials for Crime—Just Compensation for Private Property Taken for Public Use

No person shall be held to answer for a capital or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia when in actual service, in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled, in any criminal case, to be a witness against himself; nor be deprived of life, liberty or property, without due process of law, nor shall private property be taken for public use without just compensation.

ARTICLE VI.

Civil Rights in Trials for Crimes Enumerated

In all criminal prosecutions the accused shall enjoy the right to a speedy and public trial by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defence.

ARTICLE VII.

Preservation of Right in Trial by Jury

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise re-examined in any court of the United States, than according to the rules of the common law.

ARTICLE VIII.

Excessive Bail, Fines and Punishments Prohibited

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

ARTICLE IX.

Reserved Rights of People

The enumeration in the constitution of certain rights, shall not be construed to deny or disparage others retained by the people.

ARTICLE X.

Powers Not Delegated, Reserved to States and People Respectively

The powers not delegated to the United States by the constitution, nor prohibited by it to the states, are reserved to the states, respectively, or to the people.

ARTICLE XI.

Judicial Power of United States Not to Extend to Suits Against a State

The judicial power of the United States shall not be construed to extend to any suit, in law or equity, commenced or prosecuted against one of the United States by citizens of another state, or by citizens or subjects of any foreign state.

ARTICLE XII.

Method of Electing the President and Vice-President

[The text of Article XII has been incorporated in Article 1 Section 2 of the Constitution.]

ARTICLE XIII.

Slavery Prohibited

SECTION 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States or any place subject to their jurisdiction.

Congress Given Power to Enforce This Article

SEC. 2. Congress shall have power to enforce this article by appropriate legislation.

ARTICLE XIV.

Citizenship Defined—Privileges of Citizens

SECTION 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States, nor shall any state deprive any person of life, liberty, or property, without due process of law, nor deny to any person within its jurisdiction the equal protection of the laws.

Apportionment of Representatives

SEC. 2. Representatives shall be apportioned among the several states according to their respective numbers, counting the whole number of per-

sons in each state, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for president and vice-president of the United States, representatives in congress, the executive and judicial officers of a state, or the members of the legislature thereof, is denied to any of the male inhabitants of such state, being twenty-one years of age, and citizens of the United States, or in any way abridged, except for participation in rebellion or other crime, the basis of representation therein shall be reduced, in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such state.

Disqualification for Office—Removal of Disability

SEC. 3. No person shall be a senator or representative in congress, or elector of president and vice-president, or hold any office, civil or military, under the United States, or under any state. who, having previously taken an oath as a member of congress, or as an officer of the United States, or as a member of any state legislature, or as an executive or judicial officer of any state to support the constitution of the United States, shall have engaged in insurrection or rebellion against the same or given aid or comfort to the enemies thereof. But congress may, by a vote of two-thirds of each house, remove such disability.

Public Debt not to be Questioned—Payment of Debts and Claims Incurred in Aid of Rebellion Forbidden

SEC. 4. The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any state shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any claim for the loss or emancipation of any slave; but all such debts, obligations and claims shall be held illegal and void.

Congress Given Power to Enforce This Article

SEC. 5. The congress shall have power to enforce, by appropriate legislation, the provisions of this article.

ARTICLE XV.

Right of Certain Citizens to Vote Established

SECTION 1. The right of citizens of the United States to vote, shall not be denied or abridged by the United States, or by any state, on account of race, color, or previous condition of servitude.

Congress Given Right to Enforce This Article

SEC. 2. The congress shall have power to enforce this article by appropriate legislation.

ARTICLE XVI.

Taxes on Incomes—Congress Given Power to Lay and Collect

The congress shall have power to lay and collect taxes on incomes, from whatever source derived, without apportionment among the several states, and without regard to any census or enumeration.

ARTICLE XVII.

Election of United States Senators—Filling of Vacancies—Qualifications of Electors

[The text of Article XVII., election of United States senators by vote of the people, has been incorporated as Section 3 of Article I., and in place of so much of paragraph 2 of Section 3 as it replaces.]

ARTICLE XVIII.

Manufacture, Sale or Transportation of Intoxicating Liquors for Beverage Purposes Prohibited

SECTION 1. After one year from the ratification of this article the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from the United States and all territory subject to the jurisdiction thereof for beverage purposes is hereby prohibited.

Congress and the Several States Given Concurrent Power to Enforce This Article by Appropriate Legislation

SEC. 2. The Congress and the several states shall have concurrent power to enforce this article by appropriate legislation.

Provisions of Article to Become Operative When Adopted by Three-Fourths of the States

SEC. 3. This article shall be inoperative unless it shall have been ratified as an amendment to the constitution by the legislatures of the several states, as provided in the constitution, within seven years from the date of the submission hereof to the states by the congress.*

ARTICLE XIX.

Right of Suffrage Granted to Women

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of sex.

To be Enforced by Appropriate Legislation

Congress shall have power to enforce this article by appropriate legislation.

*Proclaimed and ratified by 36 states January 29, 1919, and effective January 29, 1920.

Chapter XI

THE LAW AND THE FLAG

It has been said with absolute truth that there is no liberty worth anything which is not a liberty under law, for liberty which is not regulated by law resolves itself into license,—in other words, abused freedom, disregard for the rights of others.

> **Let reverence for the law be breathed by every mother to the lisping babe that prattles on her lap; let it be taught in schools, seminaries, and colleges; let it be written in primers, spelling books and almanacs; let it be preached from pulpits, and proclaimed in legislative halls, and enforced in courts of justice; let it become the political religion of the Nation.**—ABRAHAM LINCOLN.

As we all know, whenever a number of people, however small the number may be, form themselves into a group, association, or other organization, the first thing they do is to adopt rules governing their conduct toward each other. The nature of these rules is decided on by the majority of the members of the organization, and they are adopted not only for the good of the organization as a whole, but also in the interest of the individual members.

The more members there are—the larger the organization—the more necessary is it to have rules and the more numerous are the rules.

When a number of the people are joined together politically,—that is, in the form of a city, county, state or nation, the rules which the majority adopt for the government of *all*, EVERYONE, are called *laws*.

In the case of a nation, all its laws are referred to as "the Law of the Land."

It is, of course, wrong for us to observe the laws we like and to break those that do not please us. Let us remember that *all* the laws please the *majority;* otherwise they would not have

been passed. The will of the majority, whether expressed in its laws or otherwise, is the corner-stone of our Government.

If another violates a law you like (but which he does not like), it makes you angry, it lessens your respect for him, and you call him a "law-breaker"—an ugly word. However, bear in mind that when you violate a law which you may not like or respect, you are violating a law which the *majority* of your fellow-Americans like and respect, and that in their eyes you are a law-breaker.

There is no better test of the quality of an American's citizenship and patriotism than the manner in which he obeys the laws of the Country. The good, loyal American obeys the laws—*all* the laws.

One of the greatest tributes that can be paid anyone is to say, *"He is a law-abiding citizen."* Such a citizen commands respect and inspires confidence.

In conclusion, let it be said that it does not pay to violate the law; or, let us put it this way: *It pays to obey the law.* Sometimes a temporary, material gain results from the violation of law, but experience shows that almost invariably law-breakers pay sooner or later, and dearly, for their acts, not only through fines and imprisonment, but also, by losing the respect of their fellow-beings. So, from the standpoint of self-interest, if no other, we see that it pays to be law-abiding.

To respect the Flag of our Country we must respect the Law of the Land which it signifies.

FLAG LAWS

Prevention of desecration left to States. Legislation to prevent misuse, abuse, and desecration of the United States Flag is left to the States of the Union for their respective jurisdictions and to the Federal Government for the District of Columbia.

No laws about displaying and saluting Flag. Neither the Federal Government nor the States have enacted any laws regarding the manner of displaying or saluting the Flag.

Federal Flag Laws. With the exception of the law of June 14, 1777, adopting the Flag and of subsequent laws affecting the design of the Flag, Congress has so far (February, 1930), passed only four laws regarding the Flag:

(1) *Trademarks.* The Act of Congress of February 20, 1905, providing that a trademark cannot be registered which consists of or comprises amongst other things, "the Flag, coat of arms, or other insignia of the United States, or any simulation thereof."

(2) *Mother's Day.* A joint resolution of Congress approved May 8, 1914, enjoining the display of the Flag on Mother's Day.

(3) *Prevention of desecration in District of Columbia.* The Act of February 8, 1917, providing certain penalties for the desecration, mutilation, or improper use of the Flag, within the District of Columbia.

(4) *Dismissal from Government Service.* The Act of May 16, 1918, providing, when the United States is at war, for the dismissal from the service of any employee or official of the United States Government who criticizes in an abusive or violent manner the Flag of the United States.

(NOTE: In February, 1930, the House of Representatives of the United States passed an Act to prevent the desecration of the Flag, the Coat of Arms, and the Shield of the United States, providing a fine of not less than $100, or imprisonment for not more than six months, or both. It is believed that the Act will be passed by the Senate also and become a law during the year 1930.)

State Flag Laws. At the present time (February 1, 1930) every State in the Union, with the exception of Kentucky, has a law prohibiting the abuse, misuse, and desecration of the Flag of the United States. In most cases the provisions of the law cover also the abuse, misuse, or desecration of the State flag; also, in many cases the misuse or desecration of the National and of the State seals and Coats of Arms. However, with the exception of Massachusetts, the State laws do not prohibit the abuse of foreign national flags within the State.

Purpose of State Laws. The purpose of the State Flag Laws, briefly stated, is to prevent and punish—

(a) The placing of any word, figure, mark, picture, design, drawing or advertisement of whatever nature upon (1) the Flag of the United States, or (2) upon any picture or other representation of the Flag of the United States.

(b) The mutilation, defacement, defiance, abuse or improper use of the Flag, including the use of the Flag for the purpose of advertising the sale of merchandise.

Use of Flag on stationery, in books, etc. The Flag Laws do not prohibit the use of the Flag on stationery, in books, or other printed matter, provided (1) there are no words or designs of

any kind on the Flag, and (2) its use is not connected in any way with advertising.

U. S. and State shields; State flag; merchandise bearing Flag or shields. In a number of States the provisions of the Flag Law apply also to—

1. The shield of the United States, (2) the State shield, and (3) the State Flag.

2. The possession, sale, or public display of any article of merchandise bearing the National or State Flag, or the National or State shield.

In the penalties given on the pages that follow, if the law applies to the State flag, the U. S. shield, the State shield, or the possession, sale, or display of merchandise bearing the National or State Flag, or the National or State shield, the fact will be indicated by the following expressions:

U. S. shield—the law applies also to the shield of the United States.

State Flag—applies also to the State flag.

State shield—applies also to State shield.

Merchandise—applies to merchandise bearing the National or State Flag, or the National or State shield.

Penalties. The penalties for violation of the Flag Laws are as follows:

ALABAMA.—Fine not exceeding $100 or imprisonment for not more than 30 days or both; and the offender shall also forfeit a penalty of $50 to be recovered with costs in a civil action. (*State flag; merchandise.*)

ARIZONA.—For desecration[1] of the Flag, fine not exceeding $300; for mutilation,[2] fine not exceeding $2,000, or imprisonment not exceeding 365 days, or both. (*U. S. shield; State flag; State shield; merchandise.*)

ARKANSAS.—A fine not exceeding $100, or imprisonment for not more than 30 days, or both. (*U. S. shield; merchandise.*)

CALIFORNIA.—Fine not excceding $200, or imprisonment not exceeding 1 year, or both. (*Merchandise.*)

COLORADO.—Fine not exceeding $100 or imprisonment for not more than 30 days, or both; and the offender shall

[1]By "desecration" is meant placing on the Flag any word, figure, mark, picture, drawing or advertisement.

[2]By "mutilation" is meant defacing, defiling, defying, trampling upon, or by word or act casting contempt upon the Flag.

also forfeit a penalty of $50 to be recovered with costs in a civil action. (*State flag; merchandise.*)

CONNECTICUT.[3]—Fine not exceeding $100, or imprisonment not exceeding 6 months, or both. (*State flag; merchandise.*)

DELAWARE.—A fine not exceeding $100, or imprisonment for not less than 30 days, or both. (*Merchandise.*)

DISTRICT OF COLUMBIA.—A fine not exceeding $100, or imprisonment for not more than 30 days, or both. (*Merchandise.*)

FLORIDA.—A fine not exceeding $100, or imprisonment for not less than 30 days, or both. (*State flag; any flag; merchandise.*)

GEORGIA.—Fine not exceeding $1,000; or imprisonment not exceeding 6 months; or work in the chain-gang on public roads or other public works not exceeding 12 months. Any one or more of these penalties may be imposed. (*Merchandise.*)

IDAHO.—Fine not exceeding $100, or imprisonment not exceeding 30 days, or both; and the offender shall also forfeit a penalty of $50 to be recovered with costs in a civil action. (*State flag; merchandise.*)

ILLINOIS.—Fine not less than $10 nor more than $100 and costs, or imprisonment not exceeding 30 days, or both. (*State flag; merchandise.*)

INDIANA.—Fine not less than $5 nor more than $10 for first offense; for subsequent offenses, not less than $10 nor more than $25. No imprisonment is prescribed. (*Merchandise.*)

IOWA.—Fine not exceeding $100, or imprisonment not exceeding 30 days, or both; and the offender shall also forfeit a penalty of $50 to be recovered with costs in a civil action. (*U. S. shield; State flag; State shield; merchandise.*)

KANSAS.—A fine not exceeding $100, or imprisonment for not less than 30 days, or both. (*Merchandise.*)

KENTUCKY.—Has no Flag Law.

LOUISANA.—For desecration (see footnotes 1 and 2, page 66), fine not exceeding $10; for mutilation, fine

[3]Any person who publicly displays in the State of Connecticut, a United States Flag which has lost one or more of its stripes or stars, or which has been so torn or worn as to render the length less than its breadth, is subject to a fine not exceeding $7.

not exceeding $25, or imprisonment not exceeding 30 days, or both. (*U. S. shield; State flag; State shield; merchandise.*)

MAINE.—For desecration (see footnotes 1 and 2, page 66), fine not exceeding $50; for mutilation, fine not exceeding $500, or imprisonment not exceeding 6 months, or both. (*U. S. shield; State flag; State shield; merchandise.*)

MARYLAND.—For desecration (see footnotes 1 and 2, page 66), fine not exceeding $500; for mutilation, fine not exceeding $1,000, or imprisonment not exceeding 1 year, or both. (*U. S. Shield; State flag; State shield; merchandise.*)

MASSACHUSETTS.[1]—Fine not less than $10 nor more than $100, or imprisonment not exceeding 1 year or both. (*State flag; merchandise.*)

MICHIGAN.—For desecration (see footnotes 1 and 2, page 66), fine not exceeding $25; for mutilation, fine not exceeding $25, or imprisonment not exceeding 30 days, or both. (*U. S. shield; State flag; State shield; merchandise.*)

MINNESOTA.—Fine not exceeding $100, or imprisonment not exceeding 3 months. (*State flag. Exception:* The placing of names of donors to the Red Cross fund upon the National Flag or the State flag by any regularly organized Red Cross society shall not be considered as a violation of the law.)

MISSISSIPPI.—Fine not exceeding $100, or imprisonment not exceeding 30 days, or both; and the offender shall also suffer a penalty, in the discretion of the court, not exceeding $50, to be recovered with costs in a civil action. (*State flag; merchandise.*)

MISSOURI.—A fine not exceeding $100, or imprisonment for not less than 30 days, or both. (*Merchandise.*)

MONTANA.—Imprisonment in the county jail not exceeding 1 year, or by a term in State penitentiary not exceeding 5 years, and in addition, a fine not exceeding $1,000. (*Merchandise.*)

[1]Massachusetts is the only State that has a law against the desecration or mutilation of foreign national flags. The penalty consists of a fine of not less than $5 nor more than $50.

NEBRASKA.—A fine not exceeding $100, or imprisonment for not less than 30 days, or both. (*State flag; merchandise.*)

NEVADA.—Fine not exceeding $500, or imprisonment not exceeding 6 months, or both. (*State flag.*)

NEW HAMPSHIRE.—Fine not exceeding $50 or imprisonment not exceeding 30 days, or both. (*State flag; merchandise.*)

NEW JERSEY.—Fine not exceeding $1,000, or imprisonment not exceeding 3 months, or both. (*State flag.*)

NEW MEXICO.—Fine not exceeding $500, or imprisonment not exceeding 6 months. (*Merchandise.*)

NEW YORK.—Fine not exceeding $500, or imprisonment not exceeding 1 year, or both; and the offender shall also forfeit a penalty of $50, to be recovered with cost in a civil action. (*U. S. shield; State flag; State shield; merchandise.*)

NORTH CAROLINA.—Fine not exceeding $50, or imprisonment not exceeding 30 days; and the offender shall also forfeit a penalty of $50 to be recovered with costs in a civil action. (*State flag; merchandise.*)

NORTH DAKOTA.—Fine not less than $5 nor more than $25, or imprisonment not exceeding 30 days, or both. (*Merchandise.*)

OHIO.—A fine not exceeding $100, or imprisonment for not less than 30 days, or both. (*State flag; merchandise.*)

OKLAHOMA.—A fine not exceeding $100, or imprisonment for not more than 30 days, or both. (*U. S. shield.*)

OREGON.—Fine not less than $20 nor more than $700. (No imprisonment prescribed.) (*Merchandise.*)

PENNSYLVANIA.—Fine not exceeding $500, or imprisonment not exceeding 6 months, or both. (*State flag; merchandise.*)

RHODE ISLAND.—A fine not exceeding $100, or imprisonment for not more than 30 days, or both. (*Merchandise.*)

SOUTH CAROLINA.—Fine not exceeding $100, or imprisonment not exceeding 30 days, or both; and the offender shall also forfeit a penalty of $50 to be recovered with costs in a civil suit. (*Merchandise.*)

South Dakota.—Fine not exceeding $500, or imprisonment not exceeding 1 year, or both. (*U. S. shield; State flag; State shield; merchandise.*)

Tennessee.—For desecration (see footnotes 1 and 2, page 66), fine not exceeding $100; for mutilation, fine not exceeding $200, or imprisonment not exceeding 60 days, or both. (*U. S. shield; State flag; State shield; merchandise.*)

Texas.—Fine not exceeding $100, or imprisonment not exceeding 30 days, or both, and the offender shall also forfeit a penalty of $50 to be recovered with costs in a civil suit. (*State flag; merchandise.*)

Utah.—A fine not exceeding $100, or imprisonment for not more than 30 days, or both. (*Merchandise.*)

Vermont.—The Vermont Flag Law prohibits and punishes the use of the Flag for advertising purposes. The Act reads as follows: "A person who attaches to or imprints or represents upon goods, wares or merchandise, or an advertisement of the same, the National Flag or the coat of arms of the United States, or an imitation of representation of the same, or attaches to or imprints upon such flag or coat of arms goods, wares or merchandise, or an advertisement of the same, shall be fined not more than one hundred dollars nor less than ten dollars."

Virginia.—For mutilation fine of not less than $5 nor more than $100 and in discretion of the Court imprisonment of 30 days. (*State flag.*)

Washington.—Fine not exceeding $250, or imprisonment not exceeding 90 days. (*U. S. shield; State flag; State shield; merchandise.*)

West Virginia.—Fine not less than $5 nor more than $100, and may in the discretion of the court, be imprisoned not to exceed 30 days. (*State flag; merchandise.*)

Wisconsin.—For desecration (see footnotes 1 and 2, page 66), fine not less than $10 nor more than $100; for mutilation, fine not less than $10 nor more than $100, or imprisonment not exceeding 60 days, or both. (*U. S. shield; State flag; State shield; merchandise.*)

Wyoming.—Fine not exceeding $250 or imprisonment not exceeding 1 year, or both. (*State flag.*)

DISPLAY OF U. S. FLAG AT PUBLIC SCHOOLS

The following forty-one States have laws requiring the display of the United States Flag at the public schools:

Alabama; Arizona; Arkansas; California; Colorado; Connecticut; Delaware; Florida; Idaho; Illinois; Indiana; Iowa; Kansas; Maine; Maryland; Massachusetts; Michigan; Minnesota; Mississippi; Montana; Nebraska; Nevada; New Hampshire; New Jersey; New Mexico; New York; North Dakota; Ohio; Oklahoma; Oregon; Pennsylvania; Rhode Island; South Dakota; Tennessee; Utah; Vermont; Virginia; Washington; West Virginia; Wisconsin; Wyoming.

The States not named above have no law requiring the display of the United States Flag at public schools.

TEACHING OF U. S. CONSTITUTION

The following forty-one States have laws requiring the teaching of the Constitution of the United States in the public schools:

Alabama; Arizona; Arkansas; California; Colorado; Delaware; Florida; Georgia; Idaho; Illinois; Indiana; Iowa; Kansas; Kentucky; Louisiana; Maine; Massachusetts; Michigan; Minnesota; Missouri; Nebraska; Nevada; New Hampshire; New Jersey; New Mexico; New York; North Carolina; Ohio; Oklahoma; Oregon; Pennsylvania; Rhode Island; South Carolina; South Dakota; Tennessee; Utah; Vermont; Virginia; Washington; West Virginia; Wyoming.

The States not named above have no law requiring the teaching of the Constitution of the United States in the public schools.

Chapter XII

AMERICAN IDEALS AND THE FLAG

The ideals and aspirations, the institutions and traditions, of the American people are symbolized by the American Flag, which typifies the soul of the Nation.

AMERICAN IDEALS

We hear much about "American ideals," but with many of us the expression is vague, and the term has no definite, concrete meaning. Once the writer asked a man who had been talking a great deal about "American ideals" to name a few of them and he was unable to do so.

What may be called our basic or fundamental American ideals,—the principles on which the Republic was established—are set forth as follows in the Declaration of Independence and the Constitution of the United States:

Declaration of Independence

All men are created equal;
Life, Liberty and the pursuit of Happiness are unalienable Rights of all men;
Governments derive their just powers from the consent of the governed.

Constitution of the United States

Formation of a perfect union;
Establishment of justice;
Guarantee of domestic tranquillity;
Providing for common defense;
Promoting the general welfare of the people;
Securing the blessings of Liberty.

In addition to the above so-called basic or fundamental American ideals, the following thirteen tenets, corresponding to the thirteen stripes of the American Flag, may be given as leading American ideals:

(1) Service to humanity, including alleviation of human suffering, the spreading of sunshine, *and the inculcation of world friendship;*

(2) Exercising your right of suffrage at every election;

(3) Protection of the weak and control of the strong;

(4) Higher education of the masses;

(5) *Tolerance in religious, social, and personal matters;*

(6) Establishment of loyal, patriotic American homes;

(7) Leaving this Country better than we found it;

(8) Obedience to the law;

(9) Living helpful lives and giving everyone a square deal;

(10) Having others think of you as good and honest, truthful, and self-respecting, rather than clever or successful;

(11) Willingness to correct wrong;

(12) Being considerate of the rights and feelings of others as you expect them to be considerate of your rights and feelings;

(13) For the United States to grow greater and greater until it becomes the most just, the most humane, the most efficient, and the most prosperous Nation on earth.

GREATEST AMERICAN IDEAL

Work, accomplishment, achievement. Of all American ideals, the one that stands out above all others is the ambition and capacity of the American for WORK—his desire to *accomplish,* his ambition to *achieve* through WORK, work that conquers obstacles which are apparently unconquerable.

Meaning of "America." In this connection the origin and real meaning of the word "America" is most interesting. Indeed, so interesting is it that one feels there is something predestined, something Providential about it. The popular version of the origin of the word "America" is that it came from the great Italian navigator, Amerigo Vespucci, who was supposed by some people to have discovered this Country before Columbus

did. But where did Vespucci get his first name, "Amerigo," and what was its origin? The answer is an inspiration to American life. The word "Amerigo" is of Gothic origin. It was originally "Amalric." After the Goths crossed the Alps and invaded Italy, the harshness of the Gothic language was softened by the vowel-loving Italian, and "Amalric" became "Amerigo," and later "America."

The Gothic "Amalric" was composed of two words: "Amal," which meant work, and "ric," which meant to conquer,—so, we see that the real meaning of the word "America" is "the work that conquers"—*the work that conquers everything!* What wonderful inspiration the word "America" should bring to every American boy and girl when they know its true meaning!

AMERICA'S CONQUERING SPIRIT

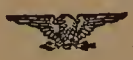
When we read Joaquin Miller's inspiring, stimulating poem, "COLUMBUS," we seem to feel that in the beginning, guided by the hand of Providence, not only did the great Admiral discover America, but he infused into her soul his unconquerable spirit *to conquer,* TO OVERCOME, TO ACHIEVE; his iron will to "Sail on! sail on! and on!"

Behind him lay the great Azores,
Behind the Gates of Hercules;
Before him not the ghost of shores;
Before him only shoreless seas.
The good mate said: "Now must we pray,
For lo! the very stars are gone.
Brave Adm'r'l, speak; what shall I say?
"Why, say: 'Sail on! Sail on! and on!'"

"My men grow mutinous day by day;
My men grow ghastly wan and weak."
The stout mate thought of home; a spray
Of salt wave washed his swarthy cheek.
"What shall I say, brave Adm'r'l, say,
If we sight naught but seas at dawn?"

"Why, you shall say at break of day:
'Sail on! sail on! sail on! and on!'"

They sailed and sailed, as winds might blow,
Until at last the blanched mate said:
"Why, now not even God would know
Should I and all my men fall dead.
These very winds forget their way,
For God from these dread seas is gone.
Now speak, brave Adm'r'l; speak and say—"
He said: "Sail on! sail on! and on!"



They sailed. They sailed. Then spake the mate:
"This mad sea shows his teeth tonight.
He curls his lip, he lies in wait,
With lifted teeth, as if to bite!
Brave Adm'r'l, say but one good word:
What shall we do when hope is gone?"
The words leapt like a leaping sword,
"Sail on! sail on! sail on! and on!"

Then, pale and worn, he kept his deck.
And peered through darkness. Ah, that night
Of all dark nights! And then a speck—
"A light! A light! A light! A light!"
It grew, a starlit flag unfurled!
It grew to be Time's burst of Dawn.
He gained a world; he gave that world
Its grandest lesson: "On! sail on!"

COROLLARY OF AMERICAN IDEALS

While the following Code of Morals for Boys and Girls, by Dr. William J. Hutchins, President of Berea College, Kentucky, does not concern itself directly with the American Flag, it does teach in a practical way what our Flag symbolizes, *Americanism*, and may, therefore, very properly be considered a corollary of American ideals:

I

THE LAW OF SELF-MASTERY

The Good American Controls Himself

One must master himself before he can serve successfully his Country and his Country's cause.

1. I will therefore control my tongue and will not allow it to use mean, indecent or profane language.

2. I will control my temper and will not lose it when people or circumstances displease me.

3. I will control my impulses and appetites and will not permit them to defeat my purposes and highest interests.

II

THE LAW OF SELF-RELIANCE

The Good American is Self-Reliant

Self-conceit is silly; self-reliance is essential to strength and service.

1. While eager to get the advice of those older and wiser than myself, I will do my own thinking, make my own choices, bear my own burdens.

2. I will not be afraid of ridicule, nor will I be afraid to do right, though I have to stand alone.

III

THE LAW OF SELF-IMPROVEMENT

The Good American Makes the Most of Himself

Those who make the most of themselves can do most for their Country and their Country's cause.

1. I will therefore avoid those habits which would injure me, and I will form and never break those habits by which I can make the most of myself.

2. I will keep my body and my mind clean and my person sacred.

3. By proper food, sleep and exercise, I will try to gain and keep perfect health.

4. I will get the best possible education, learning all I can from those who have made the most of themselves and have done most for their Country and her cause.

IV

THE LAW OF RELIABILITY

The Good American is Reliable

An unreliable man injures his fellow citizens, his Country and her cause. Our Country's strength, and her service to the world, depend upon the mutual confidence of her citizens.

1. Therefore neither by word nor deed will I lie, nor will I withhold the truth from those who have a right to it.

2. I will not do wrong in the hope of concealment. I cannot hide the wrong from myself and can seldom hide it permanently from others.

3. I will not take without permission what does not belong to me.

4. Neither pleasure nor comfort nor convenience shall prevent me from fulfilling my obligations. If by mistake I have made a wrong promise, I will seek immediately to confess my mistake and I will try to make good any harm which my mistake may have caused.

5. I will so speak and act that all whom I influence will find it easier to trust each other.

V

THE LAW OF GOOD SPORTSMANSHIP

The Good American is a Good Sportsman

Clean play strengthens and disciplines one, and thus prepares him to serve his Country and her cause.

1. I will play hard and fair. If I should cheat, or play for keeps or for money, the loser would lose the fun of the game, the winner would lose his self-respect, and the game would become a mean and often cruel business.

2. I will treat my opponent with courtesy.

3. If I play in a group game, I will play, not for my glory, but for the team and for the fun of the game.

4. I will be a good loser or a generous winner. Sport must serve life, not life sport.

VI

THE LAW OF DUTY

The Good American Does His Duty

The shirker or the willing idler lives upon the labor of others and thus makes the common life poorer and harder, and injures his Country and her cause.

I will try to find out what is my duty, *what I ought to do,* and will do it whether it is easy or hard. What I ought to do I can do.

VII

THE LAW OF GOOD WORKMANSHIP

The Good American Tries to do the Right Thing in the Right Way

The welfare of our Country and the promotion of her cause depend upon those who have learned to do in the right way the things that ought to be done.

1. I will therefore take an interest in my work.
2. I will try not to beat others but to beat my own record.
3. I will not be satisfied with slip-shod and merely passable work. I will aim to do the right thing in the right way even though my work is not inspected or praised. A wheel or nail poorly made may cause disaster. Time will test my work.
4. When I have done my best, I will not envy those who have done better, or those who have received larger reward. Envy spoils the worker and may spoil the work.

VIII

THE LAW OF TEAM-WORK

The Good American Works in Friendly Co-operation With His Fellow-Workers

For the welfare of our Country and the progress of her cause, her citizens must learn to work together. Great tasks are done by the united labor of many friendly workmen.

1. Though self-reliant I will be adaptable, and will work with others without friction.
2. In my work I will strive to contribute what is best for each and all.
3. At whatever cost to myself I will seek to do justice and to have justice done, that each of my fellow-workers and all

of my fellow-countrymen may have a fair chance to make their best contribution to the common good.

4. In my work with others I will be cheerful. Cheerlessness depresses all the workers and injures all the work.

5. In my use of money earned by the united labor of myself and others I will be neither a miser nor a spendthrift. I will save and spend as one of the friendly workers of America.

IX

THE LAW OF KINDNESS

The Good American is Kind

In America many different sorts of people must live together. Unkindness anywhere hurts the common life everywhere. Kindness helps the common life everywhere.

1. I will be kind in thought. I will cherish no grudges or spites. I will cherish an unconquerable good will toward everyone regardless of his race, his color, his condition, or his attitude toward myself.

2. I will be kind in speech. Words may wound or heal.

3. I will be kind in act. Kindness involves good manners, the stern suppression of cruelty, and the special help of those who cannot help themselves.

X

THE LAW OF LOYALTY

The Good American is Loyal

Loyalty is constant, faithful and self-sacrificing devotion to an object, person or cause. He who is disloyal in any relation of life is not a good American, he is a traitor.

1. I will be loyal to my own family. In loyalty I will be gladly obedient to my parents or to those who take their place. I will do my best to help each member of my family to education, comfort, character and happiness.

2. I will be loyal to my school. In loyalty I will obey and will help other pupils to obey the school laws which are framed to further the good of all.

3. I will be loyal to my community and my State, and to those institutions of law and order, of justice and mercy, which have been won and preserved for us by the sacrifices of the

fathers. I will do my best to prevent lawlessness and to promote reverence for law.

4. I will be loyal to my Country. In loyalty I will seek by my life or by my death to save my Country from wrong courses, to serve her in peril, to help her to become great and good.

5. I will be loyal to humanity. If America is to make her noblest contribution to the welfare of the world, I must do my best to help my Country to maintain friendly relations with every other country, and to give to everyone in every land the best possible chance.

If I try simply to be loyal to my family, I may be disloyal to my school. If I try simply to be loyal to my school, I may be disloyal to my community and my State. If I try simply to be loyal to my community and State, I may be disloyal to my Country. If I try simply to be loyal to my Country, I may be disloyal to humanity. But if I am first of all loyal to humanity, I shall be loyal to my Country, my State and community, my school and my family.

And he who obeys the law of loyalty will find that he is obeying all the other nine laws of the Good American

Chapter XIII

AMERICA'S DESTINY AND THE FLAG

The American Flag is the badge of America's greatness and the emblem of her destiny.

GREATNESS

The greatness—the *real* greatness—of a nation is not measured by its size, or its material wealth. It is measured rather by the spiritual qualities of its people,—by their virtues of wisdom, fortitude, humanity, charity, temperance, integrity, truth, righteousness. The nation whose people possess these qualities is, indeed, a great nation, and the nation whose people cultivate and develop them shall become greater and greater, and shall live as long as time endures.

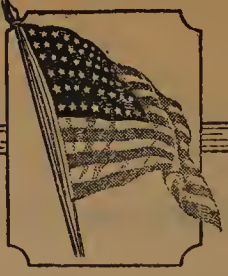
Divine Providence has planted in our souls the seeds of the spiritual qualities. By cultivating them in youth they develop and grow and in later life blossom in their fullness. That is why it is said the future greatness of the Nation lies in our boys and girls. The extent to which the America of tomorrow shall be great will depend on the extent to which our youth of today cultivate and develop the seeds of the spiritual qualities that Divine Providence implanted in their souls.

The United States today is truly a great Nation. It is second to none other in the world in greatness, not because of the vastness of its territory, or the immensity of its wealth, but because in addition to these material assets its people as a whole are rich in the possession of spiritual qualities.

DESTINY

If America keeps right in the character of its people there is almost no limit to the position of greatness and happiness ~~the Nation~~ it may reach.

With the cultivation and development of the spiritual attributes; with our guide the eternal principles of Freedom, Equality, Justice, and Humanity on which our forefathers founded the Republic, the Nation shall fulfill its Destiny as a truly Great Nation: THE AMERICAN FLAG SHALL NEVER PERISH!



WORKS which endure come from the soul of the people. The mighty in their pride walk alone to destruction. The humble walk hand in hand with Providence to immortality. Their works survive. When the people of the Colonies were defending their liberties against the might of kings, they chose their banner from the design set in the firmament through all eternity. The flags of the great empires of that day are gone, but the Stars and Stripes remain. It pictures the vision of a people whose eyes were turned to the rising dawn. It represents the hope of a father for his posterity. It was never flaunted for the glory of royalty, but to be born under it is to be a child of a king and to establish a home under it is to be the founder of a royal house. Alone of all flags it expresses the sovereignty of the people which endures when all else passes away. Speaking with their voice it has the sanctity of revelation. He who lives under it and is loyal to it is loyal to truth and justice everywhere. He who lives under it and is disloyal to it is a traitor to the human race everywhere. What could be saved if the Flag of the American nation were to perish?—CALVIN COOLIDGE.

WHAT MAKES A NATION GREAT?

What makes a nation? Bounding lines that lead from shore
to shore,
That trace its girth on silent hills or on the prairie floor,
That hold the rivers and the lakes and all the fields between—
The lines that stand about the land, a barrier unseen?

Or is it guns that hold the coast, or ships that sweep the seas,
The flag that flaunts its glory in the racing of the breeze;
The chants of peace, or battle hymn, or dirge, or victor's song,
Or parchment screed, or storied deed, that makes a nation strong?

What makes a nation? Is it ships or states or flags or guns?
Or is it that great common heart which beats in all her sons—
That deeper faith, that truer faith, the trust in one for all
Which sets the goal for every soul that hears his country's call?

This makes a nation great and strong and certain to endure,
This subtle inner voice that thrills a man and makes him sure;
Which makes him know there is no north or south or east or
west,
But that his land must ever stand the bravest and the best.

—W. D. Nesbit

Chapter XIV

PATRIOTISM OF THE FLAG

Patriotism is love of country and loyalty to its ideals, traditions, institutions, and aspirations; devotion to the welfare of one's country; the passion inspiring one to serve one's country.

There are two kinds of patriotism: *True* patriotism and *false* patriotism. True patriotism is one of the finest of human sentiments. It is a virtue.

FALSE PATRIOTISM

False patriotism, with its elements of exaggeration, egoism, and jingoism promotive of war, is not only ridiculous, but it is pernicious and reprehensible. It is a vice.

When patriotism degenerates into chauvinism it becomes perverted patriotism and the patriot becomes a chauvinist—and there is as much difference between a true patriot and a chauvinist as there is between a saint and the devil.

Many are the deeds of absurdity, vainglory, selfishness, dishonesty, injustice, and even crime committed in the name of "patriotism"—*false* patriotism.

False patriotism, of which there is so much in the world, reeks with hypocrisy. Can anyone, for example, think of a greater hypocrite than the man or woman who is always waving the Flag, who incessantly shouts from the house tops the virtues of his or her Country, but who has no compunction about violating the law of the land, avoiding jury duty, evading the payment of taxes, or taking advantage of his or her country in a business deal? And every country has its army of "hypocritical patriots."

Another form that false patriotism frequently takes is so-called "Flag-worship"—blind and excessive adulation of the Flag as an emblem or image,—super-punctiliousness and meticulosity in displaying and saluting the Flag—without intelligent and sincere understanding and appreciation of the ideals and institutions it symbolizes. This, of course, is but a form of idolatry—

a sort of "glorified idolatry," so to speak. When patriotism assumes this form it is nonsensical and makes the "patriot" ridiculous.

In their efforts to get votes and otherwise, no other one thing has been used, or rather misused, more by politicians than "patriotism."

Indeed, to such a great extent has the emotion of patriotism been used for selfish and unworthy purposes—so many hypocritical acts have been committed in its name by high and low, rich and poor—so many chauvinists and other fakes call themselves "patriots"—that today many people are inclined to look with suspicion on anything that is said or done in the name of patriotism.

TRUE PATRIOTISM

The patriotism of the Flag of the United States is a true, a rational patriotism. It is a patriotism whose spirit is found in the Declaration of Independence and in the Constitution of the United States. It is a patriotism born of the eternal principles of Freedom, Equality, Justice, and Humanity on which the Republic is founded. It is a patriotism that recognizes the fact that while every man should love his country as every man should love his family, there are men of other lands who are just as much entitled to love their own countries and their own families, and that they are just as loyal to the flags of their countries as Americans are to their Flag. It is a patriotism which also recognizes the fact that while every American should honor the American Flag, he should have respect for the flags of other countries, especially if he expects the citizens of such countries to have respect for the American Flag.

The patriotism of the Flag is based on RATIONAL understanding and *unexaggerated* appreciation of American ideals, institutions and aspirations. It proclaims that for Americans America should come first, but also understands that for men of other countries the country of each should, and does, come first.

It is a patriotism that knows while America has many fine things of which Americans have just cause to be proud, there are other countries that have many fine things which their people have every reason to cherish with pride.

The patriotism of the American Flag realizes that while

people of other countries can learn certain things from America, so can America learn certain things from them. It realizes that America, nor any other country, has a monopoly on the fine things of the world, and that it is absurd to believe that Providence has given all the good things of the world to any one country.

When we contemplate the Great Campaign for Human Freedom that was fought out on American soil; when we study the ideals, principles, and influences that brought into being the American Nation, we realize that the spirit of the American Flag was born way back in the dim centuries when men and women first began to struggle for freedom—when, under the lash, the Hebrews were being sold and enslaved to Egyptian masters. When we contemplate these facts we then realize that the American Flag is endowed with the spirit of a big and broad patriotism of tolerance and goodwill toward men of all creeds and all races—a patriotism that stands for understanding and friendship toward other lands, some of whose people came to our shores in the beginning and helped us win our freedom, and many of whose people and their descendants have since played an important part in developing and making America great.

Many are the countries whose qualities, through the glories of their own great men, we see reflected in the greatness of the American Flag. The courage of Italy we see in the bravery of Columbus, discoverer of America; the daring of Spain in the adventure of De Soto, who discovered the Mississippi and the extensive explorations of Spaniards in the Southwest; the patriotism of France in the generalship of Lafayette and Rochambeau, who gave Washington such valuable assistance; the thoroughness of Germany in the precision of von Steuben, who directed so efficiently the training and instruction of the American Revolutionary Army; the daring of Poland in the fearlessness of Kosciusko and Pulaski, who helped to win American independence; the ruggedness of Holland in the determination of Peter Stuyvesant and other hardy Dutchmen who were the early settlers of New York; and so on down the line, including the sterling traits of the English which we see reflected in our national characteristics.

Here are names which the author has taken at random from the official World War death rolls of the United States

Army: MacDonald, Burns, O'Flaherty, Donohue, Abramowitz, Boguslamski, Argyle, Benito, Rousseau, Bardieu, Jansen, Van Deusen, Stedje, Garcia, Lopez, Salabee, Chang, and Schultz. What a graphic, significant story these names tell of the many nationalities that are fused into the life and spirit of America, and of the different types of men who gladly fight, and if need be die, for the American Flag. Thousands are the men of foreign birth or ancestry who have placed their lives on our Country's altar of sacrifice in defense of the ideals and principles which have made America truly great.

Millions have been the men and women of other lands and their descendants who have helped to till the farms, work the factories, operate the mines, and develop the commerce of America.

And thus is it that we see in the spirit of the patriotism of the American Flag a feeling of kinship to other countries of the world. It is a big and broad patriotism. It is the patriotism of humanity.

Indeed, the patriotism of the American Flag is true patriotism. It is a fine and lofty emotion.

The American who introduces into patriotism the spirit of egoism, braggadocio, jingoism, or chauvinism, creates a patriotism of his own. It is a false, perverted patriotism that insults the patriotism of the American Flag.

The American who really loves his country and honors the Flag will practice the patriotism of the Flag.

BROTHERHOOD IN AMERICA

Remember that in this land of ours all the races, all the peoples, all the faiths of the world, are being brought together and are being fused into one great and indivisible whole, as if to prove that, if men will but come near enough together to know one another, whatever their nationality, their race, their religion, hatred and ill-will and prejudice and all uncharitableness are sure to pass away. Herein let America pioneer. Our country seems destined in the Providence of God to be the meeting place of all the people, to be the world's experimental station in brotherhood—all of us learning that other nations are not barbarians, that other races are not inferior, that other faiths are not Godless.—Stephen S. Wise.

PATRIOTISM MEANS GOOD CITIZENSHIP

The Good Citizen Shows His Patriotism By—

Honoring our Flag as the emblem of all that is good in our government.

Attending every election and voting for what he honestly believes to be right.

Meeting the assessor in all good conscience.

Gladly supporting the best of schools.

Being truly loyal to his own home, his own schools, his own church, his own community, his own party; and having due respect for all that demands his neighbor's loyalty.

Helping make the world better and men happier; beginning in his own little part of it.

Cheerfully bidding his neighbor Good Night and Good Morning.

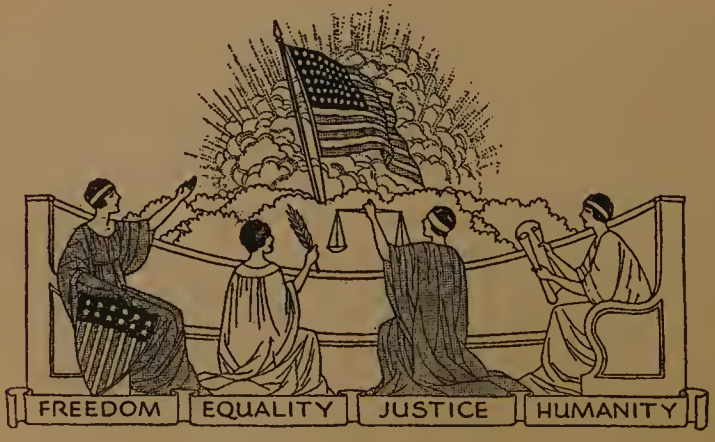
Letting the inhabitants of the frog-pond do all the croaking.

Keeping his own dooryard clean—back yard as well as front —and the snow off the sidewalk.

Being friendly and helpful to our little citizens, living before them as he would like to have them live.

Courage, Clean-living, and Respect for Law.

—Hosea W. Rood.



Chapter XV

HOW TO DISPLAY AND HOW TO RESPECT THE FLAG

Indeed, all who *know* the American Flag honor and revere it. It is hard to conceive how any one who *knows* the ideals, traditions, principles and institutions symbolized by the Flag could help but honor and revere it. It is a privilege to pay reverential tribute to such an emblem.

The preceding chapters have told us all about the Flag—they have made us *know* the Flag. This chapter tells us the significance of the salute to the Flag and the correct ways of displaying and respecting our National Emblem.

OUR NATIONAL SACRAMENTAL

As the Cross is the symbol of the Christian's faith, and the Star of David is the emblem of the Jew's religion, so is the Flag of the United States the badge of the American's political faith.

"God and Country"

And as the Sign of the Cross is to the Christian a religious sacramental so is the salute to the Flag the American's national sacramental.

The flag is the visible token of the ideals and aspirations, the hopes and spirituality which make a nation and which make men and women willing to fight, suffer, and die in its defense..

SIGNIFICANCE OF SALUTE TO FLAG

The salute to the Flag is the outward expression of our love for our Country and the respect we have for its ideals and institutions.

As one who has enjoyed, and is still enjoying, the blessings of this great Country; as one who has followed on the battle-fields of three wars this Country's Flag and who knows what that emblem symbolizes, there is but one way the author can account for failure on the part of anyone to pay proper respect to the American Flag, and that is, he does not *know,* he is not *conscious,* what that Flag typifies; for, only in an unawakened consciousness can anyone fail to give expression to the reverence a *real American* can but feel for the Flag of our Country.

When one really knows what the Flag stands for, the sight of that emblem cannot help but arouse in his soul emotions that he is proud and happy to vent by rendering a salute.

In saluting the Flag we are not stressing a trivial, conventional act: we are giving outward testimony of our nationality. Not only does the act of saluting the Flag give expression to our nationality, but it reveals and cherishes the deep-rooted spiritual emotion of love of Country implanted in the heart of every loyal American.

Let us remember that nationality without spirituality means nothing. A nation as a section of the earth's surface, as a piece of land on which to live and from which to gather food, clothing and shelter to sustain physical life, means little.

To mean something a nation must be a land that binds its people together with traditions, ideals, and aspirations. It must possess the spiritual, and when its Flag is presented to its people, it arouses their emotion to show it the respect which the salute carries.

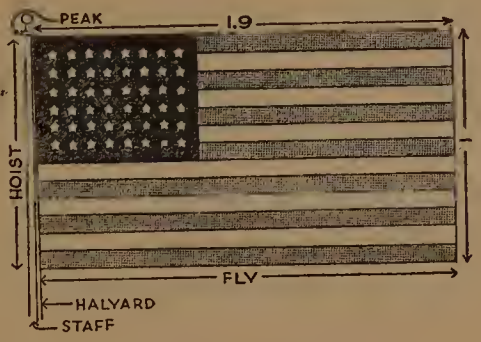
When men salute the Flag their hats are held over their hearts. When women salute the Flag the hand is placed over the heart. Then hand and heart are in the right place.

DESCRIPTION OF THE FLAG

The Flag of the United States has thirteen horizontal stripes —seven red and six white—the red and white stripes alternating, and a union which consists of white stars of five points on a blue field placed in the upper quarter next the staff and extending to the lower edge of the fourth red stripe from the top.

The number of stars is the same as the number of States in the Union.

The canton or union ("blue field") now contains forty-eight stars arranged in six horizontal and eight vertical rows, each star with one point upward.



The proportions of the Flag as prescribed by Executive Order of President Taft, October 29, 1912, are as follows:

Hoist (width) of Flag	1.
Fly (length) of Flag	1.9
Hoist (width) of union	7/13
Fly (length) of union	0.76
Width of each stripe	1/13
Diameter of each star	.0616

HOW TO DISPLAY THE FLAG

(NOTE:—As stated under the subject of Flag Laws, page 64, neither the Federal Government nor the States have enacted any laws regarding the manner of displaying or saluting the Flag. The only thing we have to go by in this respect is the Flag Code which was adopted by the National Flag Conference held in Washington, June 14-15, 1923, and composed of delegates from the principal National patriotic, fraternal, educational and civic organizations. The text that follows is based on this Code.)

GENERAL RULES

1. **Displayed from sunrise to sunset.** It is universal custom to display the Flag only from sunrise to sunset on buildings and on stationary flag-staffs in the open.

NOTES

1. WHITE HOUSE. The Flag is flown over the White House from sunrise to sunset when the President is in Washington. It is not displayed when the President is not in Washington.

2. NATIONAL CAPITOL AND OFFICE BUILDINGS: (a) Two Flags are flown over the center of the Capitol Building, one on the east front and one on the west front, day and night throughout the year. A Flag is raised over the Senate wing and one over the House wing of the Capitol Building each day

when Congress convenes, usually about noon, and remain flying until Congress adjourns, which may be any hour of the day or night, when the Flags are lowered. If Congress takes a recess the Flags remain flying. (b) The Flags on the Senate and House Office Buildings are raised at sunrise and lowered at sunset throughout the year.

3. ONLY CASES WHEN FLAG FLIES AT NIGHT. The only cases when the Flag is properly flown at night are: (1) Over the National Capitol Building, as explained in the preceding paragraph, and (2) when a permanent fort or a ship is engaged in battle. (The popular belief that the Flag flies over the grave of Francis Scott Key day and night, is incorrect. It flies over his grave only between sunrise and sunset.)

2. **Occasions on which displayed.** The Flag should be displayed on National and State holidays and on historic and special occasions. It is suggested that the Flag be flown on the following occasions:

Everywhere

February 12. Lincoln's Birthday.

February 22. Washington's Birthday.

March 4 (1929, 1933, etc., every fourth year.) On the day the President of the United States is inaugurated.

Second Sunday in May. Mothers' Day.

May 30. Memorial Day. (The Flag to be at half-staff until noon, and at full staff from noon to sunset.)

June 14. Flag Day.

July 4. Independence Day.

First Monday in September. Labor Day.

October 12. Columbus day.

The first Tuesday after the first Monday in November in 1932, 1936, etc., every fourth year. Presidential election.

November 11. Armistice Day.

Last Thursday in November. Thanksgiving Day.

In Different States

Admission Day. On the anniversary of the admission of the State into the Union.

Alabama, December 14, 1819; Arizona, February 14, 1912; Arkansas, June 15, 1836; California, September 9, 1850; Colorado, August 1, 1876; Connecticut, January 9, 1788; Delaware, December 7, 1787; Florida, March 3, 1845; Georgia, January 2, 1788; Idaho, July 3, 1890; Illinois, December 3, 1818; Indiana, December 11, 1816; Iowa,

December 28, 1846; Kansas, January 29, 1861; Kentucky, June 1, 1792; Louisiana, April 30, 1812; Maine, March 15, 1820; Maryland, April 28, 1788; Massachusetts, February 6, 1788; Michigan, January 26, 1837; Minnesota, May 11, 1858; Mississippi, December 10, 1817; Missouri, August 10, 1821; Montana, November 8, 1889; Nebraska, March 1, 1867; Nevada, October 31, 1864; New Hampshire, June 21, 1788; New Jersey, December 18, 1787; New Mexico, January 6, 1912; New York, July 26, 1788; North Carolina, November 21, 1789; North Dakota, November 2, 1889; Ohio, November 29, 1802; Oklahoma, November 16, 1907; Oregon, February 14, 1859; Pennsylvania, December 12, 1787; Rhode Island, May 29, 1790; South Carolina, May 23, 1788; South Dakota, November 2, 1889; Tennessee, June 1, 1796; Texas, December 29, 1845; Utah, January 4, 1896; Vermont, March 4, 1791; Virginia, June 26, 1788; Washington, November 11, 1889; West Virginia, June 20, 1863; Wisconsin, May 29, 1848; Wyoming, July 11, 1890.

All Election Days. Every election day—State, Congressional District, and other.

State Holidays. The chief State holidays on which the Flag of the United States should be flown in the State concerned, are as follows:

January 8—Battle of New Orleans. In Louisiana.

January 19—(Robert E. Lee's Birthday.) In Alabama, Arkansas, Florida, Georgia, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia.

February 12—(Anniversary of Oglethorpe's landing in 1733.) In Georgia.

March 2—(Sam Houston Memorial Day.) In Texas.

March 25—(Maryland Day.) In Maryland.

April 13—(Thomas Jefferson's Birthday.) In Alabama.

April 19—(Patriots' Day. Anniversary of the Battle of Lexington, April 19, 1775.) In Maine and Massachusetts.

May 20—(Anniversary of signing of the Mecklenburg Declaration of Independence.) In North Carolina.

June 15—(Pioneer Day.) In Idaho.

July 24—(Pioneer Day.) In Utah.

August 16—(Anniversary of the Battle of Bennington, August 16, 1777.) In Vermont.
September 12—(Defenders' Day.) In Maryland.
October 1—(Missouri Day.) In Missouri.

3. **Raising and lowering.** The Flag should always be raised briskly and lowered slowly and ceremoniously.

4. **Never to touch ground.** In lowering and in raising the Flag it must never be allowed to touch the ground.

NOTE:—When the Flag is lowered at the sound of the last note of retreat every day, it is the universal practice throughout the Army to exercise the greatest care that no part of it shall touch the ground. It is carefully folded into the shape of a cocked hat in the manner indicated in the illustration on page 106.

5. **Never drape Flag.** The Flag of the United States is an artistic, well-proportioned emblem whose beauty should not be marred by draping. Drape with red, white, and blue bunting, but not with the Flag.

Bunting of the National colors should be used over the front of a platform and for decoration in general. The bunting must always be arranged with the blue on top, or to the observer's left, white in the middle and red below or to the observer's right. *The reason for this is that the blue, being the color of the union of the Flag, is the "honor color," and should therefore come first, either horizontally or vertically.*

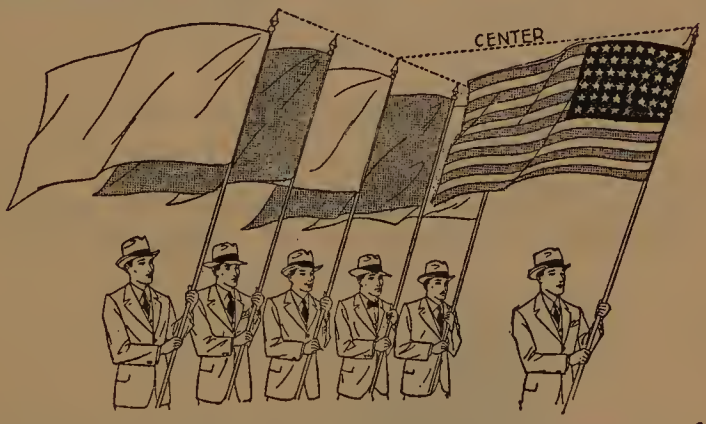
6. **How to make sure proper and correct use of Flag.** A good principle that will always make sure the correct use of the Flag is to use and handle it as you would your Mother's picture. No boy or girl, for example, would ever think of placing a picture of his or her Mother on the hood or back of an automobile; nor would he or she ever place it near the floor, or anywhere else where it might become soiled; and nor would one ever think of exposing to view a torn or faded picture of his Mother.

Special Rules

I. In a procession with another flag:

The United States Flag is on the marching right

2. In a procession with a line of other flags:



The United States Flag is in front of the center of the line

3. With another flag against a wall, staffs crossed:

The United States Flag is on the observer's left, and its staff in front of the staff of the other flag

4. In a group of flags of States or cities, or pennants of societies, displayed from staffs:

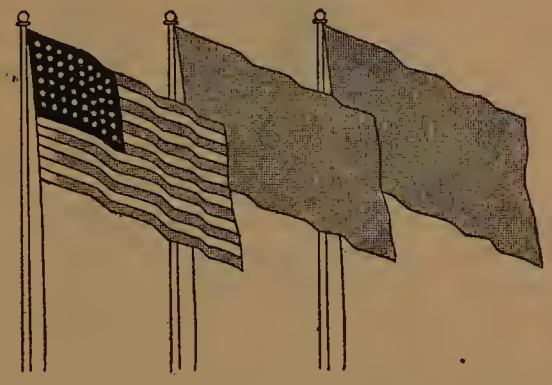
The United States Flag is at the center or at the highest point of the group

5. When flown on the same halyard with flags of States or cities, or pennants of societies:

The United States Flag is at the peak

NOTE:—In the Army there is no exception to this rule. In the Navy, however, the church pennant, which is flown during divine service on shipboard, may, according to Navy regulations, be flown above the National Flag.

6. When the United States Flag and flags of other nations, States, or cities, or pennants of societies are flown from adjacent staffs:



The United States Flag is on the right of the line—that is, on the observer's left

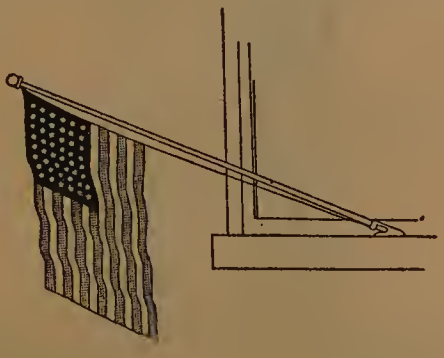
NOTES

(a) When the United State Flag and flags of other nations, States, or cities, or pennants of societies are flown from adjacent staffs, the United States Flag is hoisted first and lowered last.

(b) When flown with flags of other nations, all staffs should be the same height and the flags of approximately equal size.

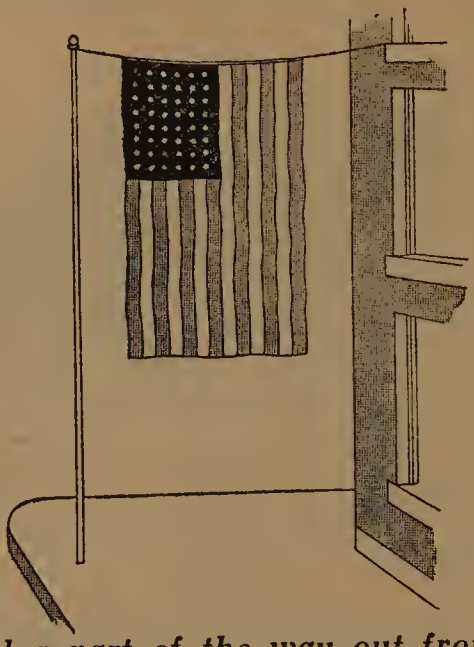
(c) International usage forbids the display of the flag of one nation above that of another nation in time of peace.

7. From a staff projecting horizontally or at an angle from the window-sill, balcony, or front of building:



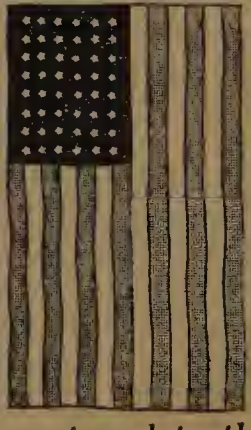
The blue field goes clear to the peak

8. **When suspended over a sidewalk from a rope, extending from a house to a pole at the edge of the sidewalk:**



The Flag is hoisted a part of the way out from the building, toward the pole, blue field first.

9. **When displayed either horizontally or vertically against a wall, in a show window, or elsewhere:**

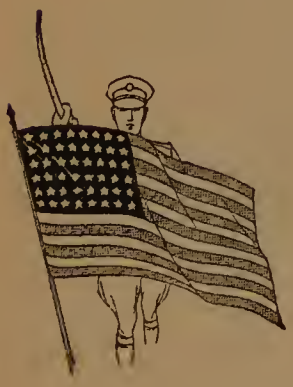


The blue field is uppermost and to the Flag's own right—that is, to the observer's left.

When displayed in a window, the Flag is displayed the same way—that is, with the blue field to the left of the observer in the street.

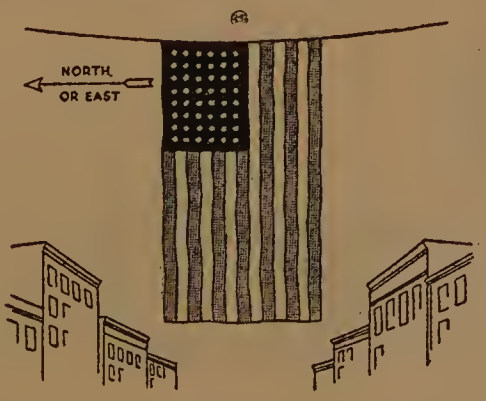
NOTES

1. The reason for displaying the Flag with the blue field uppermost and to the Flag's own *right* (the observer's *left*) is this: The blue field in our Flag is the honor point, and should, therefore, occupy the position of danger. But the position of danger is the position of the arm which holds the sword—that is, the right arm. Therefore, the blue field of the Flag, which faces the observer, should be to its right. The illustration to the left explains the matter effectively.



2. A simple "rule-of-thumb" that tells how to display the Flag correctly in either a horizontal or vertical position is this: We always speak of the Flag as the Stars and Stripes—never as the Stripes and Stars. Therefore, when we look at the Flag it should read "Stars and Stripes"—that is, the Stars (in the blue field) should come first.

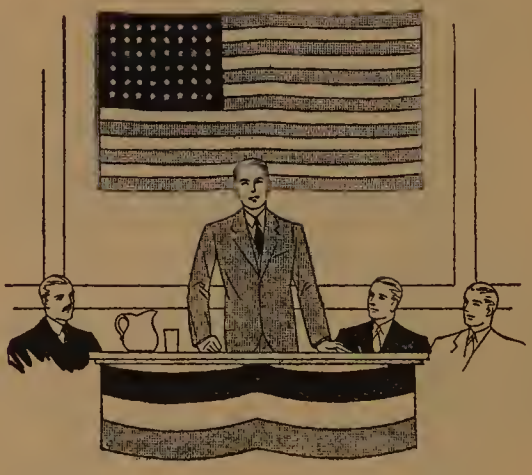
10. When displayed over the middle of the street:



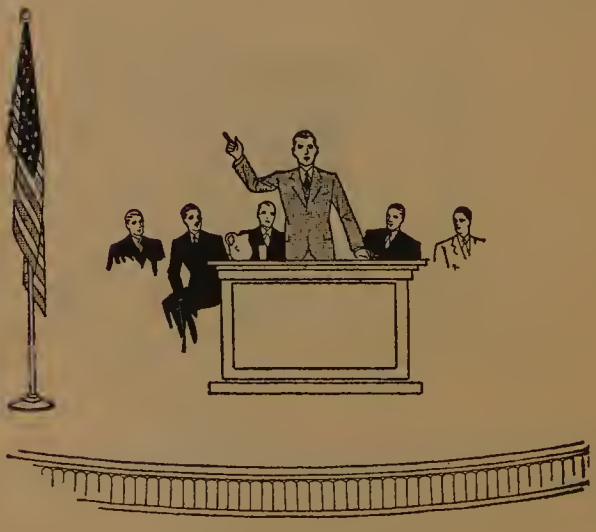
The Flag is suspended vertically, with the blue field to the north in an east and west street, or to the east in a north and south street

(NOTE:—The reason for the blue field being placed toward the north or east, is that in science these directions are considered "positive," while south and west are considered "negative.")

11. When used on a speaker's platform:



(a) If displayed flat, the Flag is above and behind the speaker



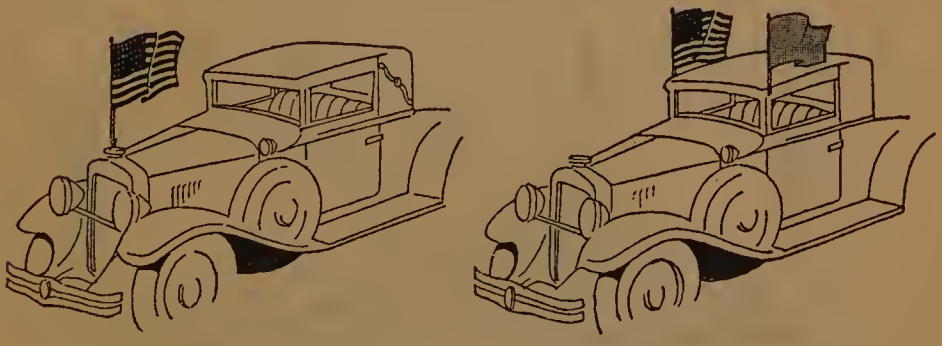
(b) If flown from a staff, the Flag is in the position of honor, at the speaker's right and front

12. When used in connection with the unveiling of a statue or monument:

The Flag must not be allowed to fall to the ground upon the unveiling, but should be carried aloft to wave out, forming a distinctive feature during the remainder of the ceremony.

NOTE:—The Flag must never be used for covering the statue or monument. Red, white and blue bunting or other suitable cloth should be used.

13. When displayed on an automobile:



The Flag may be fastened to the body, or clamped to the radiator cap, as shown above

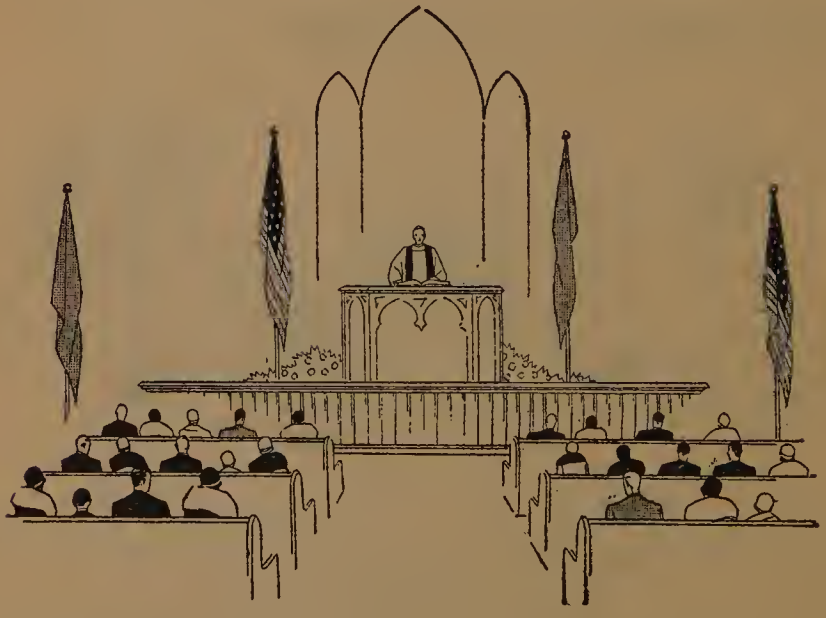
NOTE:—Under no circumstances should the Flag ever be draped over the hood, top, sides, or back of an automobile.

14. When carried in a horizontal position by a number of people, as is sometimes done in parades:

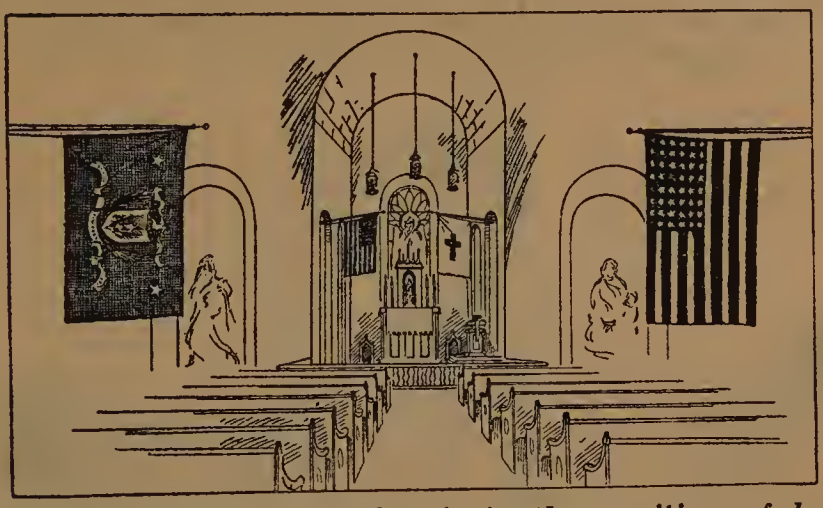
The blue field is at the right (Flag's own right) and front

NOTE:—However, it is a violation of the Flag Code to carry the Flag in this manner and it is to be regretted that it is ever done. Everything possible should be done to discourage the practice, which, however good the intentions of those concerned may be, is considered by most people as an unnatural, unusual and undignified display of the Flag. When carried this way, the Flag is often allowed to sag in an ungainly manner, frequently touching the ground, which sometimes leads to the abuse of using the sagging Flag as a receptable for hats and other articles—hence, it is most desirable that the practice be discontinued.

15. When displayed in a church:

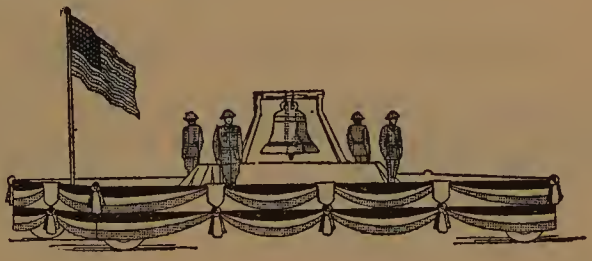


If in the chancel, the Flag is in the position of honor at the clergyman's right as he faces the audience, and the church or other flag is at his left



If outside the chancel, the Flag is in the position of honor at the right of the congregation as it faces the clergyman, and the State or other flag is at their left

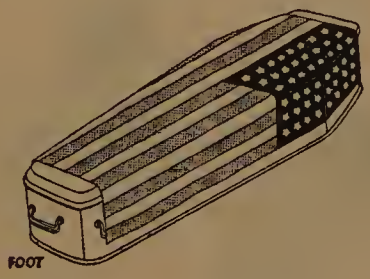
16. On a float in a parade:



The Flag is displayed from a staff

NOTE:—Never display the Flag on a float in a parade except from a staff.

17. When used to cover a casket:

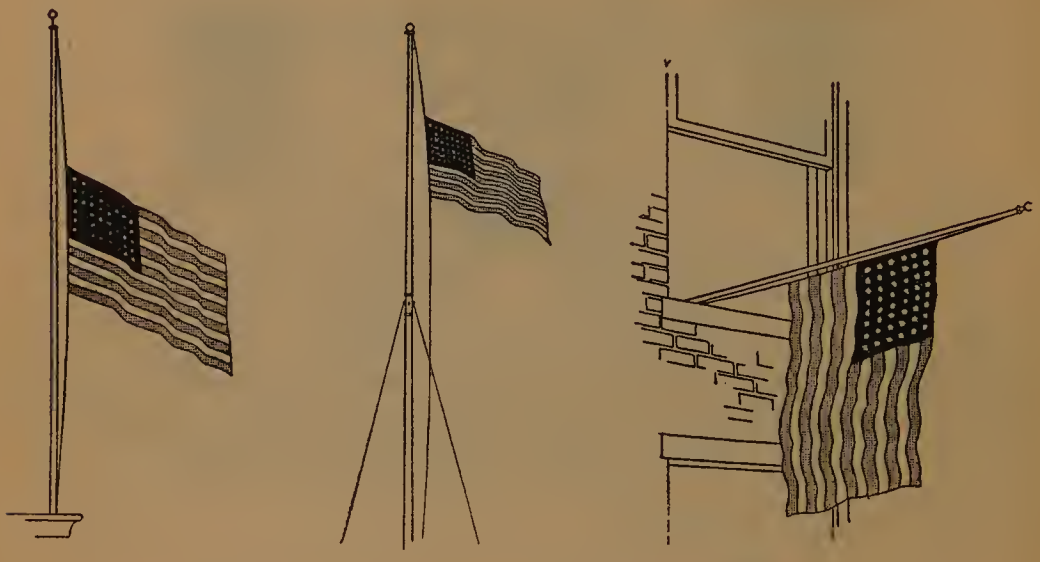


The Flag is at the head of the casket and over the left shoulder of the deceased

NOTES

(1) The casket should be carried foot first.
(2) The Flag must not be lowered into the grave, nor allowed to touch the ground.

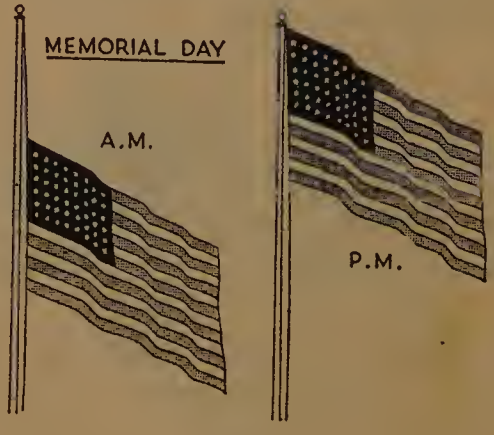
18. To indicate mourning when the Flag is flown from a stationary staff:



The Flag is placed at half-staff

NOTE:—When flown at half-staff the Flag should be hoisted to the peak for an instant and then lowered to the half-staff position. Before being lowered for the day, the Flag should be raised again to the peak.

19. On Memorial Day, May 30:



The Flag is displayed at half-staff from sunrise until noon and at full staff from noon until sunset

20. To indicate mourning when the Flag is fastened to a small staff, as when carried in a parade:

Two streamers of black crepe of suitable length are attached to the spearhead, allowing the streamers to fall naturally

21. To indicate mourning when the Flag is not on a staff but is displayed flat:

A black crepe bow-knot, either with or without streamers, is placed at the fastening points

NOTES

1. WHITE HOUSE. The general rule is that the Flag flying over the White House is half-masted only in the case of the death of the President, or of a former President of the United States, although it may be, at the order of the President, and has at different times been, half-masted in case of the death of a member of the Cabinet, or other high Government official, or in case of the death of the head of a foreign country with which the United States is on especially friendly terms.

2. HALF-MASTING FLAG ONLY WHEN NATION MOURNS. Since the Flag symbolizes the Nation, it should be half-masted or dressed with crepe only in cases where it is appropriate to indicate that the Nation mourns. If it is desired to show that a State, a city, a club, or a society mourns, then the State, city, club, or society flag should be half-masted or dressed in crepe. The Flag should not be both half-masted and dressed with crepe, nor should it ever be tied in the middle with crepe to indicate mourning.

HOW TO RESPECT THE FLAG

Cautions

1. Do not permit disrespect to be shown to the Flag of the United States.
2. Do not dip the Flag of the United States to any person or anything. The regimental color, State flag, organization or institutional flag will render this honor.
3. Do not display the Flag with the union down except as a signal of distress.
4. Do not place any other flag or pennant above, or, if on the same level, to the right of the Flag of the United States.
5. Do not let the Flag touch the group or the floor, or trail in the water.

Figure 1

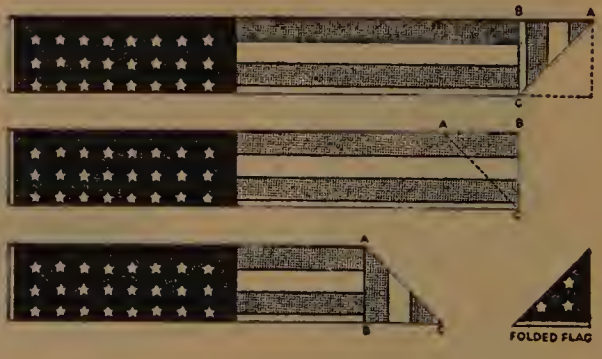


Figure 2

NOTE:—When the Flag is lowered at the sound of the last note of retreat every day, it is the universal practice throughout the Army to exercise the greatest care that no part of it shall touch the ground. It is carefully folded into the shape of a cocked hat. The usual method of folding, which is done by two members of the Guard under the direction of a Noncommissioned Officer, is shown in Fig. 2.

6. Do not place any object or emblem of any kind on or above the Flag of the United States.
7. Do not use the Flag as drapery in any form whatsoever. Use bunting of blue, white and red. (See page 94.)
8. Do not fasten the Flag in such manner as will permit it to be easily torn.
9. Do not drape the Flag over the hood, top, sides or back of vehicle, or of a railway train or boat.
10. Do not use the Flag as a covering for a ceiling.

11. Do not carry the Flag flat or horizontally, but always aloft and free.
12. Do not use the Flag as a portion of a costume or of an athletic uniform. Do not embroider it upon cushions or handkerchiefs nor print it on paper napkins or boxes.
13. Do not put lettering of any kind upon the Flag. (NOTE. In nearly all the States the placing of letters on the Flag is prohibited by law.)
14. Do not use the Flag in any form of advertising, nor fasten an advertising sign to a pole from which the Flag is flown. (In nearly all the States the use of the Flag for advertising purposes is prohibited by law.)
15. Do not display, use or store the Flag in such a manner as will permit it to be easily soiled or damaged.

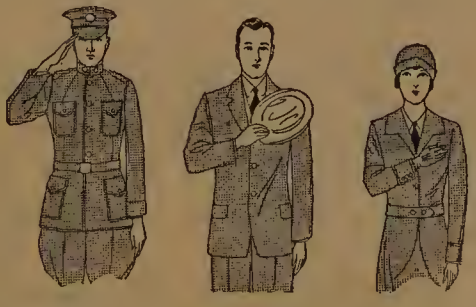
Destruction of Unsightly Flags

Torn, soiled, or badly faded Flags should not be displayed. When a Flag is in such a condition that it is no longer a fitting emblem to display, it should be destroyed as a whole, privately, preferably by burning or by some other method lacking in any suggestion of irreverence or disrespect.

To boys and girls: In this connection, if the Flag in your home is soiled or torn, speak to your parents about having it washed or repaired. If it is beyond repair, or is badly faded, ask them to get a new Flag.

Saluting the Flag

During the ceremony of hoisting or lowering the Flag or when the Flag is passing in a parade or in a review, all persons present should face the Flag, stand at attention and salute. Those



present in uniform should render the right hand salute. When not in uniform, men should remove the headdress with the right hand and hold it at the left shoulder.

Men without hats merely stand at attention, without saluting, unless they are soldiers, sailors, or marines.

Women should salute by placing the right hand over the heart. The salute in a moving column is rendered at the moment the Flag passes.

Salute to National Anthem

When "The Star Spangled Banner" is played and the Flag is not displayed, all present should stand and face toward the music. Those in uniform should salute at the first note of the Anthem, retaining this position until the last note. All others should stand at attention, men removing the headdress. When the Flag is displayed, the regular "Salute to the Flag" should be given.

Rendering Pledge to the Flag

The Flag Code does not prescribe how the salute shall be given in rendering the Pledge to the Flag. However, the following, which is prescribed in the public schools of Washington, (D. C.), is the prevailing practice:

Fig. 1

Fig. 2

Standing, with the right hand over the heart (Fig. 1), all the pupils repeat together the following Pledge:

> **"I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one Nation indivisible, with liberty and justice for all."**

At the words "to the Flag," the right hand is extended, palm upward, toward the Flag (Fig. 2), and this position is held to the end. After the words, "Justice for all," the hand drops to the side.

The same procedure should be followed in the case of adults. Persons in uniform should render the right hand salute.

CORRECTING VIOLATIONS OF FLAG CODE

Many people, through ignorance, fail to use and care for the Flag properly. Whenever we see violations of the Flag Code we should endeavor to correct them politely and inoffensively. The average person thus offending will gladly comply with the Flag Code, if his attention is invited to the matter in a quiet and courteous way, and is told what the Flag symbolizes and the respect which we all owe it. Also, protest should be made against the use of soiled or worn Flags, whether small or large; and attention should be invited to Flags that are twisted around their staff. It is suggested that a quiet, dignified and effective way of correcting infractions of Flag etiquette is, when practicable, to present to the offender a copy of the Flag Code, marking and inviting attention to the paragraph violated.

REPORTING VIOLATIONS OF FLAG LAWS

It is the duty of every patriotic American to report promptly all violations of Flag laws. Violations should be reported to the nearest policeman, sheriff, constable or prosecuting attorney, depending upon circumstances. (See, "Flag Laws," page 64.)

COAT OF ARMS OF UNITED STATES

The Coat of Arms of the United States is shown below.

EAGLE. The eagle is the American, or bald eagle.

SHIELD. On the eagle's breast is the SHIELD OF THE UNITED STATES, consisting of thirteen vertical stripes, typifying the Thirteen Original States. The Shield, or Escutcheon, is borne on the breast of the American Eagle without any other "supporter," denoting that the United States of America relies on its own Virtue,—in other words, the Nation stands on its own feet for Right and Justice.

CHIEF. The blue "chief," (upper part of shield), which, from a heraldic standpoint, unites the whole, represents Congress. "E PLURIBUS UNUM" ("One out of many") alludes to this union, whose strength and preservation depends upon Congress.

OLIVE BRANCH AND ARROWS. The olive branch and the arrows (thirteen) in the talons of the eagle, denote the power of peace and war which is exclusively vested in Congress.

CREST. The crest over the head of the eagle shows thirteen stars breaking through a cloud, denoting a new constellation in the firmament of sovereign powers.

COLORS. According to the records of the Department of State, the following is the significance of the colors in the Shield: *Red* signifies hardiness and valor; *White* symbolizes purity and innocence; *Blue* represents vigilance, perseverance and justice.

USE. The Coat of Arms of the United States should be used only by those who are authorized to do so by law or custom. *Under no circumstances should either the Coat of Arms or the Shield of the United States be used for advertising or other commercial purposes.*

What about the reverse of the Great Seal???

REGARDING SHIELD OF UNITED STATES

As you will see on pages 67 to 71, in a number of States the laws against the improper use or desecration of the Flag also contain provisions against the improper use or desecration of the Shield of the United States.

It should be noted that the number of red and white stripes in the Shield of the United States and in the Flag are reversed,—that is, in the Flag there are seven red and six white stripes, while in the Shield there are six red and seven white stripes.

Chapter XVI

MISCELLANEOUS

RAISING AND LOWERING THE SCHOOL FLAG

The following excellent practice, quoted from the *New York Bulletin to the Schools,* is recommended to the schools of the Country:

A committee of dependable pupils should be appointed as custodians of the school Flag. A definite place for keeping the Flag where it will be protected from dust should be provided. This may be a drawer in the teacher's desk or a box in the bookcase. At a given time, say 8:50 A. M., the chairman of the committee should get the Flag, and accompanied by the other members of the committee, walk to the flagstaff. The committee will then unfold the Flag and attach it to the rope, which runs on a pulley attached to the flagstaff. This should be done in a decorous manner, extreme care being taken that no part of the Flag touches the ground. The committee will refrain from all jests, laughter and frivolous conversation. Any member who acts in an undignified manner or who handles the Flag with soiled hands should be immediately deprived of the honor of being on the Flag committee.

If the committee (and teacher) exemplify the proper attitude, little need be said to the other children. They will spontaneously gather around the flagpole and the decorum evidenced by the committee will be contagious. As the Flag is raised briskly, the children should stand respectfully erect facing the Flag. As the Flag reaches the top, at a signal from the teacher the children should give the Flag salute.

THE SCHOOLHOUSE AND THE FLAG

Ye who love the Republic, remember the claim
Ye owe to her fortunes, ye owe to her name,
To her years of prosperity past and in store,—
A hundred behind you, a thousand before!

The blue arch above us is Liberty's dome,
The green field beneath us Equality's home;
But the schoolroom today is Humanity's friend,—
Let the people, the Flag and the schoolroom defend!

'Tis the schoolroom that stands by the Flag;
Let the nation stand by the school!
'Tis the schoolbell that rings for our Liberty old,
'Tis the schoolboy whose ballot shall rule.

—Frank Treat Southwick.

THE MAKING OF AN AMERICAN

Jacob Riis (1849-1914)

I have told the story of the making of an American. There remains to tell how I found out that he was made and finished at last. It was when I went back to see my mother once more, and, wandering about the country of my childhood's memories, had come to the city of Elsinore. There I fell ill of a fever and lay many weeks in the house of a friend upon the shore of the beautiful Oeresund. One day when the fever had left me, they rolled my bed into a room overlooking the sea. The sunlight danced upon the waves, and the distant mountains of Sweden were blue against the horizon. Ships passed under full sail up and down the great waterway of the nations. But the sunshine and the peaceful day bore no message to me. I lay moodily picking at the coverlet, sick and discouraged and sore—I hardly knew why, myself. Until all at once there sailed past, close inshore, a ship flying at the top the Flag of Freedom, blown out on the breeze till every star in it shone bright and clear. That moment I knew. Gone were illness, discouragement, and gloom! Forgotten weakness and suffering, the cautions of doctor and nurse! I sat up in bed and shouted, laughed, and cried by turns, waving my handkerchief to the Flag out there. They thought I had lost my head, but I told them, "No, thank God, I had found it and my heart, too, at last." I knew then that it was my Flag; that my children's home was mine indeed; that I also had become an American in truth. And I thanked God, and, like unto the man sick of the palsy, rose from my bed and went home healed.

—*From the Making of An American* Jacob Riis.

(Jacob Riis came to this country from Denmark as a young man and made his own way, becoming in course of time widely known as a writer and as a worker for the betterment of social conditions for the poor of New York City.)

GOD BLESS OUR FLAG

God bless the Flag! let it float and fill
The sky with its beauty. Our heartstrings thrill
To the low sweet chant of its wind-swept bars,
And the chorus of all its clustering stars.
Embrace it, O mother! and heroes shall grow
While its colors blush warm on your bosoms of snow.
Defend it, O fathers! there's no sweeter death
Than to float its folds with a soldier's last breath.
And love it, O children! be true to the sires
Who wore it in pain by the old camp-fires.

—Samuel L. Simpson.

WHAT THE FLAG MEANS

This Flag means more than association and reward. It is the symbol of our national unity, our national endeavor, our national aspiration. It tells you of the struggle for independence, of union preserved, of liberty and union one and inseparable, of the sacrifices of brave men and women to whom the ideals and honor of this nation have been dearer than life.

It means America first; it means an undivided allegiance. It means America united, strong and efficient, equal to her tasks. It means that you cannot be saved by the valor and devotion of your ancestors; that to each generation comes its patriotic duty; and that upon your willingness to sacrifice and endure as those before you have sacrified and endured rests the national hope.

It speaks of equal rights; of the inspiration of free institutions exemplified and vindicated; of liberty under law intelligently conceived and impartially administered.

There is not a thread in it but scorns self-indulgence, weakness, and rapacity. It is eloquent of our community interests, outweighing all divergencies of opinion, and of our common destiny.—Charles Evans Hughes.

THE FLAG GOES BY

Hats off!
Along the street there comes
A blare of bugles, a ruffle of drums,
A flash of color beneath the sky:
Hats off!
The Flag is passing by!

Blue and crimson and white it shines,
Over the steel-tipped, order lines.
Hats off!
The Colors before us fly;
But more than the Flag is passing by.

Sea-fights and land-fights, grim and great,
Fought to make and to save the State:
Weary marches and sinking ships;
Cheers of victory on dying lips;

Sign of a nation, great and strong
To ward her people from foreign wrong:
Pride and glory and honor,—all
Live in the colors to stand or fall.

Hats off!
Along the street there comes
A blare of bugles, a ruffle of drums;
And loyal hearts are beating high:
Hats off!
The Flag is passing by!

—Henry Halcomb Bennett.

THE STAR SPANGLED BANNER

Oh, say, can you see, by the dawn's early light,
What so proudly we hail'd at the twilight's last gleaming,
Whose broad stripes and bright stars, thro' the perilous fight,
O'er the ramparts we watch'd, were so gallantly streaming?
And the rockets' red glare, the bombs bursting in air,
Gave proof thro' the night that our flag was still there.

On the shore dimly seen thro' the mists of the deep,
Where the foe's haughty host in dread silence reposes,

What is that which the breeze, o'er the towering steep,
As it fitfully blows, half conceals, half discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected, now shines on the stream.

Oh, thus be it ever when free men shall stand
Between their loved homes and the war's desolation;
Blessed with vict'ry and peace, may the heav'n-rescued land
Praise the pow'r that hath made and preserv'd us a nation!
Then conquer we must, when our cause it is just,
And this be our motto: "In God is our Trust!"

AMERICA

My Country, 'tis of thee,
Sweet land of liberty,
Of thee I sing;
Land where my fathers died,
Land of the pilgrims' pride,
From every mountain side,
Let freedom ring.

My native country, thee—
Land of the noble free,
Thy name I love;
I love thy rocks and rills,
Thy woods and templed hills,
My heart with rapture thrills,
Like that above.

Let music swell the breeze,
And ring from all the trees,
Sweet freedom's song;
Let mortal tongues awake,
Let all that breathe partake,
Let rocks their silence break,
The sound prolong.

Our fathers' God, to thee,
Author of Liberty,
To thee we sing;
Long may our land be bright,
With freedom's holy light,
Protect us by thy might,
Great God, our King.

THE CALL OF THE FLAG

The Flag of America does more than proclaim mere power or acclaim a great and glorious history. Its folds wave a benediction to the yesterdays of accomplishment and beckon the tomorrows of progress with hope and confidence; it heralds the noble purpose of a mighty people and carries a message of hope and inspiration to all mankind. Its glowing splendor appeals to us to demand international arbitration; it commands us to self-sacrifice, which alone can maintain equality of rights and fullness of opportunity in our Republic.

Its stars and stripes voice the spirit of America calling to a nation of indomitable courage and infinite possibilities to live the tenets of Christianity, to teach the gospel of work and usefulness, to advance education, to demand purity of thought and action in public life, and to protect the liberties of free government from the aggression of despotic power.

This is the call of the Flag of the Union.—Frederick C. Hicks.

THE TRUE AMERICAN CITIZEN: HIS CHARACTER

The true American believes in liberty, equality, justic, humanity.

The true American believes that liberty does not mean to do what you like. He knows that liberty carries with it a sense of duty.

The true American believes that "all men are created free and equal." He believes in the aristocracy of the people. There are no classes in America.

The true American is broad-minded and humane. His heart and hand go out to help the helpless. He respects women and the home.

The true American believes in freedom of religion, free speech, free press as the foundation of the land. He obeys the rule of the majority.

The true American says: Work, be happy, spend a little, save a little.

The true American believes in his own ability, but holds that the other fellow is as good as he and should have the same chance to life and happiness. He believes in equality of opportunity.

The true American has self-respect. He supports himself and his family and conducts himself as a freeman should. He strives to own a home.

The true American is alert and enterprising. No work is too hard for him during working hours, no play too good for him when he is free. He works with a will, and wholeheartedly. He knows what he wants and goes after it. What he begins, he finishes.

The true American is upright and honest. He believes in fair play, the square deal, one price.

The true American is a patriotic American.—*From "Are You a True American," published by the Metropolitan Insurance Company.*

THE FLAG OF A FREE COUNTRY

The flag of a free country does not take care of itself. Whether it shall command respect or not is to be determined by the quality of the nation's life. It rests with all the people,—it is for us and those who shall come after us, to say whether its ancient glory shall play about it still. What mighty deeds have responded to its inspirations! What noble martyrdoms have been won beneath its folds! It is a beautiful and hallowed emblem,—this starry ensign of our nationality. In alien lands,—is distant seas,—the heart leaps up to see it float on high. It speaks at once of aspirations and of achievement,—it stands at once for memory and for hope. It is a pledge,—it is the solemn covenant of our common liberties. It is a badge of brotherhood and of common destiny. It links together, by an indissoluble tie, with the nation's past and future, the whole mighty family of her living sons. It should stand for majesty and might. It should stand for purity and justice and honor. A little lowering of the patriotic standards,—a little blunting of the national conscience,—a little falling off in the collective honor of the people,—and that generous pride with which we hail its lustrous folds lapses into the blind idolatry of emblem worship,—a heartless and a hollow sham. Who would look up at it when he could no longer say, "See the proud emblem of my country's honor; I know no purer love!" If we would respect the majesty of the Flag, we must keep it the badge of worth as well as the badge of power, that all men, unchallenged, shall make haste to pay obeisance to it.—Robert S. Rantoul.

AMERICA, I CAN

Out from the human, seething mass
Of Ellis Island's gate I come;
A pilgrim groping in the night
    Of foreign tongues,
A pilgrim searching for the light
    Released from wrongs,
    Released from fears,
That selfish kings, through countless years,
Have heaped upon the land
I loved, and once called home.

Out from a land despoiled
    I come.
Oh teach me thy great Nation's plan
To live, a true American.
I can, O Starry Flag, I can.

Out from a long distinguished line
Of noble patriots I come;
A citizen by right of birth,
    A free-born son,
Inheriting the smiles of earth
    That have been won
    Through strength and prayer,
Through tears and sacrificial care,
Through loss of all the heart holds dear,
    That this might be my home.

From such inheritance
    I come.
Oh teach me now my Nation's plan
To live, a true American.
I can, O Starry Flag, I can.

—Ida Flood Dodge.

AN AMERICAN CREED

Americans believe

In individual liberty, so far as it can be exercised without injury to the superior rights of the community:

In complete religious toleration:

In freedom of speech and of the press, subject only to temporary restraint in times of popular excitement by public authority alone:

In the control of public policies and measures by representative legislative assemblies elected by universal suffrage:

In an executive head of the nation elected for a short term by universal suffrage, and exercising large powers, but under constitutional limitations:

In local self-government:

In a universal education which discovers or reveals the best function for each individual and helps him toward it:

In a free and mobile social state which permits each individual to render to the community the best service of which he is capable:

In resistance to evil men and governments, and in the prevention of evils by every means that applied science has put into the hands of man:

In submission to the will of the majority after full discussion and a fair vote:

In leading rather than driving men, women and children:

In the practice of reasoning, self-guidance, and self-control rather than if implicit obedience:

In the doctrine of each for all and all for each:

In a universal sense of obligation to the community and the country, an obligation to be discharged by service, gratitude and love:

In the dignity and strength of common human nature, and therefore in democracy and its ultimate triumph.

—Charles W. Eliot.

THE AMERICAN'S CREED

I believe in the United States of Ameria as a government of the people, by the people, for the people; whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign nation of many sovereign states; a perfect union, one and inseparable; established upon those prin-

ciples of freedom, equality, justice, and humanity, for which American patriots sacrificed their lives and fortunes.

I therefore believe it my duty to my government to love it; to support its constitution; to obey its laws; to respect its Flag; and to defend it against all enemies.—WILLIAM TYLER PAGE.

MY COUNTRY

(*A Patriotic Creed for Americans*)

I am an American.

I love my country because it stands for liberty and against all forms of slavery, tyranny, and unjust privilege.

I love my country because it is a democracy, where the people govern themselves, and there is no hereditary class to rule them.

I love my country because the only use it has for an army and navy is to defend itself from unjust attack and to protect its citizens.

I love my country because it asks nothing for itself it would not ask for all humanity.

I love my country because it is the land of opportunity; the way to success is open to every person, no matter what his birth or circumstances.

I love my country because every child in it can get an education free in its public schools and more money is spent on training children here than in any other country.

I love my country because women are respected and honored.

I love my country because we have free speech and a free press.

I love my country because it interferes with no person's religion.

I love my country because its people are industrious, energetic, independent, friendly and have a sense of humor.

I love my country because its heroes are such characters as George Washington and Abraham Lincoln, who loved to serve and not to rule.

I will serve my country in any way I can. I will strive to be a good citizen, and will not do anything nor take part in anything that may wrong the public. I wish to live for my country.

IF NEED BE, I WILL DIE FOR MY COUNTRY.—DR. FRANK CRANE.

LINCOLN'S GETTYSBURG ADDRESS

Fourscore and seven years ago our fathers brought forth upon this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now, we are engaged in a great civil war, testing whether that nation, or any nation, so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that the nation might live. It is altogether fitting and proper that we should do this.

But, in a large sense, we cannot dedicate—we cannot consecrate—we cannot hallow this ground. The brave men, living and dead, who struggled here, have consecrated far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us, the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us, that from these honored dead we take increased devotion for that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom; and that a government of the people, by the people, and for the people, shall not perish from the earth.

NOTHING BUT FLAGS

Nothing but flags—but simple flags,
Tattered and torn and hanging in rags;
And we walk beneath them with careless tread,
Nor think of the host of the mighty dead,
That have marched beneath them in days gone by,
With a burning cheek and a kindling eye,
And have bathed their folds with their young life's tide,
And, dying, blessed them, and blessing, died.

Nothing but flags—yet methinks at night
They tell each other their tales of fright;
And dim spectres come and their thin arms twine

'Round each standard torn, as they stand in line!
As the word is given—they charge! they form!
And the dim hall rings with the battle's storm!
And once again through the smoke and strife
Those colors lead to a nation's life.

Nothing but flags—yet they're bathed in tears,
They tell of triumphs, of hopes, of fears;
Of a mother's prayers, of a boy away,
Of a serpent crushed, of the coming day!
Silent they speak and the tear will start
As we stand beneath them with throbbing heart,
And think of those who are ne'er forgot;
Their flags come home—why come *they* not?

Nothing but flags—yet we hold our breath,
And gaze with awe at those types of death!
Nothing but flags, yet the thought will come,
The heart must pray though the lips be dumb!
They are sacred, pure, and we see no stain
On those dear loved flags at home again;
Baptized in blood, our purest, best,
Tattered and torn they are now at rest.—MOSES A. OWEN.

A TOAST TO THE FLAG

Here's to the RED of it,
There's not a thread of it
In all the spread of it
From foot to head
But heroes bled for it,
Faced steel and lead for it,
Slept with the dead for it,
Bathing it red.

Here's to the WHITE of it,
Who knows the might of it,
But thrills to the sight of it
Through day and night.
Womanhood's care for it
Made manhood dare for it,
Purity's prayer for it
Kept it so white.

Here's to the BLUE of it,
Heavenly hue of it,
Star-spangled view of it,
Constant and True.
Here's to the WHOLE of it,
Stars, Stripes and Pole of it,
Here's to the SOUL of it
RED, WHITE and BLUE.

—GEORGE B. HARPER.

MAKERS OF THE FLAG

(Address delivered by Franklin K. Lane, Secretary of the Interior, before more than a thousand employees of the Department of the Interior on Flag Day (June 14), 1914.)

This morning, as I passed into the Land Office, The Flag dropped me a most cordial salutation, and from its rippling folds I heard it say: "Good morning, Mr. Flag Maker."

"I beg your pardon, Old Glory," I said, "aren't you mistaken? I am not the President of the United States, nor a member of Congress, nor even a general in the army. I am only a government clerk."

"I greet you again, Mr. Flag Maker," replied the gay voice, "I know you well. You are the man who worked in the swelter of yesterday straightening out the tangle of that farmer's homestead in Idaho, or perhaps you found the mistake in that Indian contract in Oklahoma, or helped to clear that patent for a hopeful inventor in New York, or pushed the opening of that new ditch in Colorado, or made that mine in Illinois more safe, or brought relief to the old soldier in Wyoming. No matter: whatever one of these beneficent individuals you may happen to be, I give you greeting, Mr. Flag Maker."

I was about to pass on, when The Flag stopped me with these words:

"Yesterday the President spoke a word that made happier the future of ten million peons in Mexico; but that act looms no larger on the Flag than the struggle which the boy in Georgia is making to win the corn club prize this summer.

"Yesterday the Congress spoke a word which will open the door of Alaska; but a mother in Michigan worked from sunrise until far into the night, to give her boy an education. She, too, is making the Flag.

"Yesterday we made a new law to prevent financial panics, and yesterday, maybe a school teacher in Ohio taught his first letters to a boy who will one day write a song that will give cheer to the millions of our race. We are all making the Flag."

"But," I said impatiently, "these people were only working!"

Then came a great shout from The Flag:

"The work that we do is the making of the Flag.

"I am not the Flag; not at all. I am but its shadow.

"I am whatever you make me, nothing more.

"I am your belief in yourself, your dream of what a people may become.

"I live a changing life, a life of moods and passions, of heart-breaks and tired muscles.

"Sometimes I am strong with pride, when men do an honest work, fitting the rails together truly.

"Sometimes I droop, for then purpose has gone from me, and cynically I play the coward.

"Sometimes I am loud, garish, and full of ego that blasts judgment.

"But always, I am all that you hope to be, and have the courage to try for.

"I am song and fear, struggle and panic, and ennobling hope.

"I am the day's work of the weakest man and the largest dream of the most daring.

"I am the Constitution and the courts, statutes and statue-makers, soldier and dreadnaught, drayman and sweep, cook, counselor and clerk.

"I am the battle of yesterday and the mistake of tomorrow.

"I am the mystery of the men who do without knowing why.

"I am the clutch of an idea and the reasoned purpose of resolution.

"I am no more than what you believe me to be and I am all that you believe I can be.

"I am what you make me; nothing more.

"I swing before your eyes as a bright gleam of color, a symbol of yourself, the pictured suggestion of that big thing which makes this Nation. My stars and my stripes are your dreams and your labors. They are bright with cheer, brilliant with courage, firm with faith, because you have made them so out of your hearts; for you are the makers of the Flag, and it is well that you glory in the making."

STORY OF "OLD GLORY"

A century or so ago—'twas on March 17, 1824—in Salem, Massachusetts, upon the occasion of the celebration of his twenty-first birthday, William Driver, whose heart and soul were in his occupation of sailing the seas, was presented by his mother and a group of Salem girls with a beautiful American Flag they had made for him. "I name her 'Old Glory,'" said he, in response to the greetings of the givers,—and thus was it that the name, "Old Glory," made its advent into the history of our Country. From that day on "Old Glory" accompanied William Driver whenever he went to sea, and many were the notable voyages made under its flying folds, including twice around the world, once around Australia, and several cruises among the Archipelago Islands.

When, in 1837, Captain Driver quit the sea and settled in Nashville, Tennessee, as usual "Old Glory" accompanied him. On occasions such as Washington's Birthday, the Fourth of July, and St. Patrick's Day (also the anniversary of Captain Driver's birthday) "Old Glory" could be seen gracefully waving from a rope extending from the Captain's house to a tree across the street.

However, when in 1861, Tennessee seceded from the Union and hostilities began, "Old Glory" mysteriously vanished.

The morning of February 25, 1862, Union soldiers entered Nashville and took possession of the city. On that morning Captain Driver, accompanied by Captain Thatcher, of the Sixth Ohio Regiment and several soldiers, came home, and calling his daughter, Mary Jane, asked her to help him rip a bed-cover he was holding. And lo and behold! As the comforter was ripped apart, there was "Old Glory," which, for safe-keeping had been sewn between the folds of the cover when Tennessee had seceded and American Flags were objects of attack in Nashville. At the sight of "Old Glory" the soldiers cheered, and then helped fold the Flag, which Captain Driver took in his arms as the party left for the State House. As the Captain climbed to the dome of the building and raised "Old Glory" over the Capitol, he exclaimed, "Thank God! I lived to raise 'Old Glory' on the dome of the Capitol of Tennessee; I am now ready to die and go to my forefathers."

One day, not long before the good old Captain went to his

forefathers, he placed in the arms of his daughter a bundle, saying—

> "Mary Jane, this is my old ship flag, 'Old Glory.' It has been my constant companion on many voyages. I love it as a mother loves her child; take it and cherish it as I have cherished it, for it has been my steadfast friend and protector in all parts of the world, among savage, heathen, and civilized. Keep it always."

The Flag was kept and guarded as a precious heirloom in the Driver family until 1922, when it was sent to the Smithsonian Institution in Washington, where, carefully preserved under glass, surrounded by other priceless relics of the Nation, in silent eloquence it now tells to us of today, as it will to posterity, the beautiful story of "Old Glory."

THE NAME OF OLD GLORY

Old Glory! say, who,
By the ship and the crew,
And the long blended ranks of the gray and the blue,
Who gave you, Old Glory, the name that you bear
With such pride everywhere
As you cast yourself free to the rapturous air
And leap out full-length, as we're wanting you to?
Who gave you that name with the ring of the same
And the honor and fame so becoming to you?
Your Stripes stroked in ripples of white and of red,
With your Stars at their glittering best overhead—
By day or by night
Their delightful light
Laughing down from their square of heaven of blue!
Who gave you the name of Old Glory?—say, who—
Who gave you the name of Old Glory?

The old Banner lifted, and faltering then,
In vague lisps and whispers fell silent again.

Old Glory,—speak out!—we are asking about
How you happened to "favor" a name, so to say,
That's so familiar and careless and gay
As we cheer it and shout in our wild, breezy way—

We—the crowd, every man of us calling you that—
We—Tom, Dick and Harry—Each swinging his hat
And hurrahing "Old Glory!" like you were our kin,
When—Lord!—we all know we're as common as sin!
And waft us your thanks, as we hail you and fall
Into line, with you over us, waving us on
Where our glorified, sanctified betters have gone.—
And this is the reason we're wanting to know—
(And we're wanting it *so!*—
Where our fathers went we are willing to go.)
Who gave you the name of Old Glory—Oho!—
Who gave you the name of Old Glory?

The old Flag unfurled with a billowy thrill
For an instant, then wistfully sighed and was still.

Old Glory, the story we're wanting to hear
Is what the plain facts of your christening were,—
For your name—just to hear it,
Repeat it and cheer it, 'tis a tang to the spirit
As salt as a tear;—
And seeing you fly, and the boys passing by,
There's a shout in the throat and a blur in the eye,
And an aching to live for you always—or die,
If, dying, we still keep you waving on high.
And so, by our love
For you, floating above,
And the scars of all wars and the sorrows thereof,
Who gave you the name of Old Glory, and why
Are we thrilled at the name of Old Glory?

Then the old Banner leaped like a sail in the blast,
And fluttered an audible answer at last.

And it spake with a shake of the voice, and it said:—
By the driven snow-white and the living blood-red
Of my bars, and their heaven of stars over head—
By the symbol conjoined of them, skyward cast,
As I float from the steeple or flap at the mast,
Or droop o'er the sod where the long grasses nod,—
My name is as old as the Glory of God.
So I came by the name of Old Glory.

—James Whitcomb Riley.

OUR FLAG

Our Flag means all that our fathers meant in the Revolutionary War.

It means all that the Declaration of Independence meant.

It means justice.

It means liberty.

It means happiness.

Our Flag carries American ideas, American history, and American feelings.

Every color means liberty.

Every thread means liberty.

Every star and stripe means liberty.

It does not mean lawlessness, but liberty through law, and laws for liberty.

Forget not what it means.

And for the sake of its ideas, be true to your country's Flag.

—Henry Ward Beecher.

YOUR FLAG AND MY FLAG

Your Flag and my Flag
  And how it flies today
In your land and my land
  And half the world away.
Rose-red and blood-red
  Its stripes forever gleam
Snow-white and soul-white
  The good forefather's dream.
Sky-blue and true-blue
  With stars that shine aright—
The gloried guidon of the day,
  A shelter through the night.

Your Flag and my Flag,
  And oh, how much it holds—
Your land and my land
  Secure within its folds.
Your heart and my heart
  Beat quicker at the sight—
Sun-kissed and wind-tossed,
  The red, and blue, and white.

The one flag, the great flag,
The flag for me and you,
Glorified all else beside,
The red, and white, and blue.

Your Flag and my Flag,
For every star and stripe
Drums beat as hearts beat,
And fifers shrilly pipe;
Your Flag and my Flag,
A glory in the sky,
Your hope and my hope,
It never hid a lie.
In homeland, and far land,
And half the world around
Old Glory hears our glad salute
And ripples to the sound.—WALTER D. NESBIT.

OUR COUNTRY'S FLAG

There are many flags in many lands,
There are flags of every hue,
But there is no flag, however grand,
Like our own "Red, White, and Blue."

I know where the prettiest colors are;
And I'm sure if I only knew
How to get them here, I could make a flag
Of glorious "Red, White, and Blue."

I would cut a piece from an evening sky,
Where the stars are shining through,
And use it just at is was on high,
For my stars and field of blue.

Then I'd want a part of a fleecy cloud,
And some red from a rainbow bright;
And put them together, side by side,
For my stripes of red and white.

We shall always love the "Stars and Stripes,"
And we mean to be ever true
To this land of ours and the dear old flag,
The Red, the White, and the Blue.

Then hurrah for the flag! our country's flag.
Its stripes and white stars too;
There is no flag in any land
Like our own "Red, White, and Blue."

—Lydia Avery Coonley Ward.

OUR NATIONAL BANNER

All hail to our glorious ensign! Courage to the heart and strength to the hand, to which, in all time, it shall be entrusted! Wheresoever on the earth's surface the eye of the American shall behold it, may he have reason to bless it! On whatsoever spot it is planted, there may freedom have a foothold, humanity a brave champion, and religion an altar. Though stained with blood in a righteous cause, may it never, in any cause, be stained with shame. Alike, when its gorgeous folds shall wave in lazy holiday triumphs on the summer breeze, and its tattered fragments be dimly seen through the clouds of war, may it be the joy and pride of the American heart. First raised in the cause of right and liberty, in that cause alone may it forever spread out its streaming blazonry to the battle and the storm. Having been borne victoriously across a mighty continent, and floating in triumph on every sea, may virtue, and freedom, and peace, forever follow where it leads the way.—Edward Everett.

THE VOICE OF OUR FLAG

To him who listens well, our flag floating up yonder, hanging on the walls of our homes or schoolrooms, wherever it is, speaks to us. Its Stripes bid us remember the Colony days, and the brave people who in their love of liberty laid for us the foundations of our great government; and they urge us to maintain honestly, earnestly and fearlessly the principles of liberty, made safe by law, as they bequeathed them to us.

Its Stars call upon us to consider the wonderful growth of our country from thirteen states and stars to our present forty-eight; growth in territory, richness of resources, and in beauty, yet better still in what is good economically, educationally, fraternally and morally. They plead with us to make still greater progress in all that makes for true national greatness.

Its Red bids us be brave and courageous, conquering what is bad, strengthening what is good; for "righteousness exalteth a nation."

Its White bids us be clean in motive and manner, pure in thought and purpose, clean in language and behavior.

Its Blue says to us all the time, "Be loyal, be true, be honest and law-abiding in all your relations with one another and your country. "As ye would that men should do unto you, do ye even so unto them."—HOSEA W. ROOD.

FROM FLAG-DAY ADDRESS OF PRESIDENT WILSON

(*Extract of address delivered by President Woodrow Wilson, on the Monument Grounds, June* 14, 1917.)

My fellow citizens, we meet to celebrate Flag Day because this Flag which we honor and under which we serve is the emblem of our unity, our power, our thought and purpose as a Nation. It has no other character than that which we give it from generation to generation. The choices are ours. It floats in majestic silence above the hosts that execute those choices, whether in peace or in war.

And yet, though silent, it speaks to us—speaks to us of the past, of the men and women who went before us and of the records they wrote upon it. We celebrate the day of its birth, and from its birth until now it has witnessed a great history, has floated on high the symbol of great events, of a great plan of life, worked out by a great people. We are about to carry it into battle, to lift it where it will draw the fire of our enemies.

We are about to bid thousands, hundred of thousands, it may be millions, of our men—the young, the strong, the capable men of the Nation—to go forth and die beneath it on fields of blood far away—for what?

For some unaccustomed thing? For something for which it has never sought the fire before? American armies were never before sent across the seas. Why are they sent now?

For some new purpose, for which this great Flag has never been carried before, or for some old, familiar, heroic purpose for which it has seen men, its own men, die on every battlefield upon which Americans have borne arms since the Revolution?

These are questions which must be answered. We are Americans. We in our turn serve America, and can serve her with no private purpose. We must use her Flag as she has always used it. We are accountable at the bar of history and must plead in utter frankness what purpose it is we seek to serve.

MISCELLANEOUS FLAG INFORMATION

The information given below is based on answers of National Headquarters of The United States Flag Association to questions received during the last few years from persons in various parts of the Country.

1. *Is it proper to half-mast, or dress with crepe, the Flag of the United States in case of the death of a member of a club or a city official?*

No; it is not. Since the Flag of the United States symbolizes the Nation, it should be half-masted or dressed with crepe only in cases when it is appropriate to indicate that the Nation mourns. If it is desired to show that a State, a city, a club, or a society mourns, then the State, city, club, or society flag should be half-masted or dressed with crepe.

2. *The Flag Code prescribes that when not in uniform men salute the Flag by removing the hat with the right hand and holding it at the left shoulder. Suppose a man has no hat, how would he render proper respect to the Flag?*

He would render proper respect to the Flag by merely standing, without saluting.

3. *What is the rule regarding the number of Flags that should be carried in a parade?*

There is no particular rule, but the number should be reduced to a minimum, except in the case where a large number are carried in mass. There should be only one Flag for each separate and distinct unit or organization. To illustrate: Every battalion in a regiment has its own National Flag which it carries when parading or drilling alone, but if parading or drilling as a part of the regiment, the battalion National Flag is carried.

4. *If in a parade there are numerous Flags at short intervals, should persons who are seated rise and salute as each Flag passes?*

Unless occupying the position of reviewing officer, it is not considered necessary to rise and salute every Flag that passes in a parade in which there are numerous Flags at short intervals. When frequency of rising and saluting tends to make the act irksome or ludicrous, it is considered proper merely to remove the hat and place it at the left shoulder as each Flag passes, without rising. (The author saw this done, apparently actuated

by the instinct of common sense, by a large crowd in the grandstand facing the White House upon the occasion of the Presidential Inaugural Parade, March 4, 1929, and it did not in any way give the feeling that the Flag was not being paid proper respect, but, quite the contrary, it produced the effect that respect was being paid the Flag in a natural and common sense way.)

5. *How many Flags should be displayed on a building, in a room, or on a vehicle?*

Not more than one Flag should be displayed on a building, in a room, or on a vehicle. If it is desired to produce a flag or other decorative effect, use only one National Flag, which should be given a prominent place, and as many other kinds of flags and as much red, white, and blue bunting as may be desired.

6. *Is it proper to have a gold or yellow fringe on the Flag?*

A War Department communication on this subject states:

"For a number of years there has been prescribed in Army Regulations a yellow fringe for the different Colors and Standards of organizations of the Army. The War Department, however, knows of no law or regulation which either requires or prohibits the placing of a yellow fringe on the Flag of the United States.

"The Army Regulations describe three kinds of Stars and Stripes, viz., Flags, Colors and Standards. The Flag is the large Stars and Stripes which is flown from the flagstaff of a fort, and is never fringed. The National Colors are carried by dismounted regiments and have a knotted fringe of yellow silk. The National Standards are carried by mounted regiments and are therefore smaller in size than the Colors and have a knotted fringe of yellow silk.

"In 1895 the fringe was added to the Stars and Stripes for all regiments of the Army. This is the first date when it was made official. Fringe seems to have been not seriously regarded before that time, as it was ignored in the Army Regulations, but gift colors to various regiments seem to have been fringed or not, as the fancy struck the makers. Thus the 2nd U. S. Infantry carried a fringed Stars and Stripes in 1841, the 4th Infantry in 1863, the 13th Infantry in 1867, and the 7th Infantry as late as 1898.

"In conclusion, it may be stated that the fringe on the Stars and Stripes is 'fringe' only, and is of no value or significance as a part of the Flag, but that a border on the Stars and Stripes

would be a very different thing and whether of white or yellow as representing silver or gold would materially alter the Flag."

7. *Is it permissible to wash or dry-clean a United States Flag? If so, how should it be hung to dry?*

Yes; it is permissible to wash or dry-clean a Flag. There is no particular way that a Flag that has been washed or dry-cleaned should be hung in drying, just so it is dried in a way that does not suggest carelessness or disrespect.

8. *Is it proper to dip the United States Flag to anyone?*

The Flag Code says, "Do not dip the Flag of the United States to any person or anything. The regimental color, State flag, or organization or institutional flag will render this honor." However, the Navy Regulations prescribe that the Flag of the United States shall be dipped to members of a royal family.

9. *Is it proper for policemen and firemen to salute the Flag with the hand salute or should they uncover?*

The Fire Department regulations of many of our big cities prescribe that firemen in uniform shall salute the Flag with the hand salute, and Police Department regulations prescribe that policemen in uniform shall salute with the hand, unless the baton is drawn, in which case the baton salute shall be rendered. In view of the fact that policemen and firemen are members of uniformed municipal forces which, as regards discipline and other matters, are quasi-military in nature, it is considered perfectly proper for them to salute the Flag with the hand or baton. However, it would not be considered proper for street-car conductors, Pullman porters, or telegraph messengers in uniform to salute the Flag with the hand—they should salute by uncovering.

10. *Is it correct to half-mast the Flag on Armistice Day, November* 11?

No; it is not considered correct, although some people do it. The Armistice Day Proclamation of the President of the United States always directs that the Flag shall be flown from all Federal buildings, and they are flown at full-mast.

11. *How long should small Flags that are placed on graves for Memorial Day be allowed to remain?*

They should be removed the next day. To let the Flags remain until they become soiled and torn shows flagrant disrespect to our National Emblem. In Arlington and other large National Cemeteries they begin to put up the Flags two or three

days before Memorial Day, so as to have them all in place by the morning of that day, and they begin to remove them early the morning following Memorial Day, so as to have all removed by the second or third day.

12. *Is it proper for organizations like the Odd Fellows, the Masons, and the Knights of Columbus, to decorate with Flags the graves of their dead on Memorial Day?*

While it is contemplated that only the graves of those who served in the military or naval forces of the Country shall be decorated on Memorial Day, and there is no sanction of custom, law, or regulations to decorate any other graves, there is no harm in the Odd Fellows, Masons, and Knights of Columbus decorating the graves of their dead, although the procedure is not considered logical.

13. *Should the Flag be displayed during rain or storms?*

No; as a rule the Flag should be flown only in fair weather. (In the Army a Flag known as the Storm Flag is flown in inclement weather.)

14. *Is it proper to use the Flag to drape the casket of the wife or the widow of a soldier or veteran?*

No; and it should never be done, as there is no reason for it.

15. *Is it considered disrespectful to represent the Flag of the United States with growing flowers in a floral bed, as is sometimes done in city parks?*

We can see nothing disrespectful in this.

16. *Is it proper to place the Bible on the Flag?*

To place the Bible on the Flag is a violation of the Flag Code, which says, "Do not place any object or emblem of any kind on or above the Flag of the United States." Furthermore, the placing of the Bible on the Flag assumes that the Flag is being used as a covering for an altar, desk, table, or stand of some kind, which would be a violation of the Flag Code which prohibits the use of the Flag as drapery or covering.

17. *May foreign flags be flown from Federal, State, or municipal buildings?*

There is no Federal law on the subject. In some States it is unlawful to display the flag of any foreign country upon any State, county, or municipal building; provided, however, that whenever any foreigner shall become the guest of the United States, the State, or any city, upon public proclamation by the governor or mayor of such city, the flag of the country of which

such public guest is a citizen may be displayed upon such public buildings.

18. *Is it permissible to carry a foreign flag in a procession or parade?*

There is no Federal law, and as far as known no State law, against carrying a foreign flag in a procession or parade, but when such a flag is so carried the Flag of the United States should also be carried and it should be on the marching right. (It is said that in Canada the law prohibits the carrying of foreign flags in processions unless the flag of Canada is also carried.)

19. *What is the reason for having the blue field to the observer's right instead of to his left in the case of a Flag draping a casket?* (See illustration, page 103.)

For generations the customary way of indicating death, the opposite of life, has been to reverse objects. For example, a lighted torch borne upright is a symbol of life, leadership, learning, but when reversed it signifies death or mourning; also, it is customary for the boots, *heels to the front,* of a deceased mounted officer to be slung across the saddle of his horse which follows the hearse.

Another explanation—a romantic one—is that the soldier having devoted his life to his Country, the Flag of his Country embraces him in death, necessitating the Flag "facing" the soldier, which places the blue field to the Flag's right, which is the same as the right of the observer who faces the casket.

20. *Is the "peak" the very top end of the flagstaff?*

Not necessarily. It is the highest point to which the Flag can be raised. The top of a ball, or the end of a spike topping a flagstaff is, therefore, *not* the peak of the staff.

21. *Is it proper to top a flagstaff with a cross, or a society emblem?*

No; it is not proper. The Army Regulations (which, of course, govern only the personnel of the Army) prohibit staff heads of design other than eagle, acorn, gilt lance, ball, gilt star (Navy), spear, or flat truck (Navy).

22. *Is it correct to place an electric light at the peak of a flag-pole?*

It is contrary to custom and is in violation of the Flag Code which prohibits the placing of any object above the Flag.

23. *Should the Flag be used to "port arms" as a salute to an individual?*

No. However, it is not considered improper to "port arms" with the Flag, if this is done as a drill, and not as a salute to any individual or thing, although it is not regarded as good practice.

24. *In case the Flag of the United States on a club building is half-masted, would the club flag, flying from another staff, also be half-masted?*

There would be no objection to flying the club flag at half-mast from another staff, except that it would be unnecessary and superfluous. The half-masting of the club flag would signify that the club, whose members are American citizens, mourned with the Nation. However, the members of the club are a part of the Nation which is mourning as indicated by the half-masting of its Emblem; hence, the superfluity or redundancy of half-masting the club flag also. However, if the club flag is displayed at all, it should be half-masted.

25. *Upon the death of a club member, the club flag of course is the only one half-masted. If, however, there were two flag-poles, would it be appropriate to fly the National Flag full-staff with the club flag at half-staff, or is it proper not to fly the National Flag upon such an occasion?*

(a) Yes; it would be appropriate to fly the National Flag at full-staff with the club flag at half-staff. To fly at half-staff the National Flag, which represents the Nation, would indicate that the Nation mourned the death of the deceased club member, which, of course, would be incongruous (unless, the deceased were one for whom, by virtue of his position in life, the Nation would naturally mourn and in honor of whose memory the Flags on Government buildings would be half-masted.)

(b) Unless the occasion were one on which the United States Flag is supposed to be flown (*e. g.*, Fourth of July, February 22, Flag Day, etc.) it would be all right not to fly the National Flag.

(c) In case a club member died on a day that the United States Flag were supposed to be half-masted, then both the club flag and the United States Flag should be half-masted,—the former indicating that the club mourned its deceased member and the latter signifying that the Nation mourned the one in whose memory it was half-masted.

26. *Would it be proper to place a pall during services or any other time on the Flag of the United States covering a casket?*

No; it would not. The Flag Code prohibits the placing of

any object or emblem of any kind on or above the Flag of the United States.

27. *Is it permissible to place flowers, lodge emblems, or other objects on a Flag draping a casket?*

As a rule, flowers should not be placed on a Flag that is draping a coffin, except that it is considered permissible to place on the Flag the wreath or floral tribute from the one who in life was nearest and dearest to the deceased. No lodge emblem should ever be placed on the Flag. However, it is considered proper to place on the Flag the sword and helmet of the deceased, as is sometimes done, these being objects which the deceased wore in defending or while standing ready to defend the Flag.

28. *What is the correct way to carry a Flag in front of the body?*

The staff is held with one or both hands, in front of the center of the body, the base of the staff resting against the body, the staff at an angle of about thirty degrees from the body.

29. *What is the correct way to carry a Flag at the side of the body?*

The staff is held vertically in the right hand, resting in the hollow formed by the thumb and first finger back of hand to the right, arm extending downward, the staff resting against the outer side of the shoulder, base of staff about midway between the hip and knee. (NOTE. The position of base of staff depends on the length of the staff.) Under no circumstances should the Flag be carried over the back of the shoulder, nor in any other but a dignified and respectful manner.

30. *What is the correct manner of carrying the Flag into a lodge room, and placing it in its stand?*

(1.) *Escorting Flag to platform.* With everyone standing, facing the platform, the Flag Bearer carrying the Flag, followed by the Escort, marches up to the front and center of the platform, and faces the audience, the Escort taking position on either side of the Flag Bearer.

(2.) *Pledge of Allegiance.* Standing with the right hand over the heart (in case of women), all repeat together the Pledge of Allegiance: "I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one Nation indivisible, with liberty and justice for all." At the words "to the Flag," the right hand is extended, palm upward,

toward the Flag, and this position is held to the end. After the words, "Justice for all," the hand drops to the side. Persons in uniform should render the right hand salute, which is to bring the right hand, fingers extended, up to the forehead, the tip of the forefinger touching the forehead over the right eye.

(3.) *Singing National Anthem.* "The Star Spangled Banner" or "America" is sung.

(4.) *Placing Flag in stand.* The Flag Bearer then places the Flag in its stand.

(5.) *Resuming seats.* As soon as the Flag Bearer has placed the Flag in its stand, and, with the Escort, starts to leave, the audience sits down.

31. *When the Flag is brought into a theatre, hall, lodge room, or other place in which a number of people are seated, what should they do?*

Everyone should rise, facing the front, and all talking should cease. *The Flag is* NOT *saluted.* When the Flag is placed in its stand, the audience resume their seats.

32. *Is it true that the Flag of the United States is the oldest national flag in the world?*

No; it is not, although the statement is often heard, but it is the fourth oldest.

The flag of Denmark is the oldest unaltered national flag in the world. The origin of the silver cross of the flag is said to date from 1219, when King Waldemar, at a critical moment in his career, averred that he had seen this cross in the heavens. Since the time of the Vasa Kings, the first of whom was Gustaf Justice I, born in 1495, the blue banner with the yellow cross has been the flag of Sweden. The flag of the Netherlands (Holland), with its three horizontal stripes (red, white and blue) of equal width, was adopted in 1643.

33. *Is it proper for any printed matter, such as the name of an organization or society, to appear above a Flag on a letterhead?*

Yes; it is entirely proper. If it were wrong for any printed matter to appear above an illustration of the Flag, in the case of all books on the Flag and all circulars and leaflets on the Flag Code, *all* illustrations would have to appear at the top of the page,—in other words, every illustrated book and circular

ever published about the Flag would be wrong, as in all of them printed matter appears above illustrations of the Flag.

34. *Is it considered good form to display the Flag of the United States on an automobile while driving through a foreign country?*

Yes; but as a matter of international amity the flag of the foreign country through which you are driving should also be displayed. The foreign flag would be placed to the left of the Flag of the United States. (See page 101, par. 13.)

35. *Is it illegal to carry a red flag in a public procession?*

There is no Federal law against it, but in certain States it is illegal.

36. *Where is the original Flag that was christened "Old Glory" by Captain Driver?*

It is preserved in a glass case in the Smithsonian Institution, Washington, D. C.

37. *Where is the original "Star Spangled Banner" that flew over Fort McHenry and inspired Francis Scott Key to write "The Star Spangled Banner?"*

It has been repaired and restored by expert needle-women and is now carefully preserved in the Smithsonian Institution, Washington, D. C. The Flag measures 30 feet (hoist) by 34 feet (fly). There were fifteen stars in the union. It is said that one was cut out and presented to President Lincoln, but the author doubts this. It was probably shot away during the bombardment, or otherwise torn out.

38. *Is it ever proper to fly the Flag at night from a stationary flagpole, either with or without a searchlight or other light turned on it?*

As a regular thing it would not be considered proper. However, if a Flag were being so flown on a particular occasion for the purpose of producing a patriotic effect, in no way connected with advertising, it would be considered proper.

39. *Is it permissible to display an electric Flag at night—that is, a Flag made of red, white, and blue electric lights?*

The answer is the same as above.

40. *Is it correct to carry a Flag in a parade or procession at night?*

Yes. The provision of the Flag Code which prohibits the display of the Flag at night applies to the displaying of the

Flag *on buildings and on stationary flagstaffs in the open.* It does *not* apply to the carrying of Flags.

41. *Is it proper to display the Flag from buildings or from poles on the sidewalk:*

(*a*) *When a State, county, or other fair is in progress?*

No; it is not proper. There is absolutely no logical reason for thus displaying the United States Flag on account of fairs: furthermore, doing so smacks of using the Flag for advertising.

(*b*) *In case of a convention?*

If it be a patriotic convention, it is entirely proper. Otherwise, it is not.

42. *Should one stand and uncover when "The Star Spangled Banner" is heard over the radio?*

It depends on circumstances. Generally speaking if it seems natural and not forced to stand and uncover, it should be done; otherwise, it should not. For example, if eating at table, lying in bed, or working in the kitchen, standing at attention would be forced and unnatural.

43. *What is the proper thing to do, if "The Star Spangled Banner" is heard:*

(*a*) *When one is walking along the street?*

If the music is near, you should stop, stand at attention, and uncover.

(*b*) *When one is driving in an automobile or other vehicle?*

If the music is near, the automobile or other vehicle should stop, all conversation cease, and men uncover, while the Anthem is being played.

44. *Has "The Star Spangled Banner" ever been legally adopted as the American National Anthem?*

Congress has never passed any law making "The Star Spangled Banner" our National Anthem, but the House Judiciary Committee, in February, 1930, reported favorably on a bill making "The Star Spangled Banner" our National Anthem, and many people believe that Congress will pass such a law in the year 1930. However, the War Department regulations have for many years made "The Star Spangled Banner" the National Anthem for the Army and the Navy Regulations have likewise made it the National Anthem for the Navy and the Marine Corps. For a long time custom has made it the National Anthem for practically all the American people.

45. *Is it proper to stand when "America" is played?*

No; it is not. We should stand when our National Anthem is played, but neither custom nor anything else has made "America" the American National Anthem. There is just as much reason to stand when "The Red, White, and Blue," "The Battle Hymn of the Republic," or any other National air is played as there is to stand when "America" is played.

ORIGIN OF FLAG DAY

FLAG DAY NATIONALIZED

It may be said that June 14th as Flag Day was established, or rather nationalized, by the following Proclamation of President Wilson, issued May 30, 1916:

My Fellow Contrymen: Many circumstances have recently conspired to turn our thoughts to a critical examination of the conditions of our national life, of the influences which have seemed to threaten to divide us in interest and sympathy, of forces within and forces without that seemed likely to draw us away from the happy traditions of united purpose and action of which we have been so proud. It has therefore seemed to me fitting that I should call your attention to the approach of the anniversary of the day upon which the Flag of the United States was adopted by the Congress as the emblem of the Union, and to suggest to you that it should this year and in the years to come be given special significance as a day of renewal and reminder, a day upon which we should direct our minds with a special desire of renewal to thoughts of the ideals and principles of which we have sought to make our great Government the embodiment.

I therefore suggest and request that throughout the nation and if possible in every community the fourteenth day of June be observed as FLAG DAY with special patriotic exercises, at which means shall be taken to give significant expression to our thoughtful love of America, our comprehension of the great mission of liberty and justice to which we have devoted ourselves as a people, our pride in the history and our enthusiasm for the political programme of the nation, our determination to make it greater and purer with each generation, and our resolution to demonstrate to all the world its vital union in sentiment and purpose, accepting only those as true compatriots who feel as we do the compulsion of this supreme allegiance. Let

us on that day rededicate ourselves to the nation, "one and inseparable," from which every thought that is not worthy of our fathers' first vows in independence, liberty, and right shall be excluded and in which we shall stand with united hearts, for an America which no man can corrupt, no influence draw away from its ideals, no force divide against itself,—a nation signally distinguished among all the nations of mankind for its clear, individual conception alike of its duties and its privileges, its obligations and its rights.

CULMINATION OF LONG EFFORT

The above Proclamation of President Wilson nationalizing Flag Day was the culmination of a quarter of a century of separate and unconnected efforts by individuals and organizations in various parts of the Country in the interest of the observance of June 14th as Flag Day. This Proclamation gave authoritative Nation-wide expression to the sentiment which, for years, had been accumulating in favor of a general observance of Flag Day.

ANOTHER PRESIDENTIAL RECOGNITION OF FLAG DAY

One June 7, 1927, President Coolidge issued to the American people the following statement regarding the Flag:

My Fellow-Americans: Flag Day on June 14th will mark the 150th anniversary of the adoption by Congress of the Stars and Stripes as the emblem of our Nation. It is fitting that we should recall all that our Flag means, what it represents to our citizens and to the nations of the earth.

There should be no more appropriate time to give thanks for the blessings that have descended upon our people in this century and a half, and to rededicate ourselves to the high principles for which our Ensign stands. Liberty and union, freedom of thought and speech under the rule of reason and righteousness as expressed in our Constitution and laws, the protection of life and property, the continuation of justice in our domestic and foreign relations—these are among the high ideals of which our Flag is the visible symbol.

It will be futile merely to show outward respect for our National Emblem if we do not cherish in our hearts an unquenchable love of and devotion to the unseen which its represents.

To the end that we may direct our attention to these things, I suggest that Flag Day be observed in the display of the Stars and Stripes in public places and upon public and private buildings and by patriotic exercises in our schools and community centers throughout the land.

NUMEROUS "FATHERS" AND "MOTHERS" OF FLAG DAY

There are many who claim the credit of having originated Flag Day, and numerous are the "Fathers of Flag Day" and the "Mothers of Flag Day."

After quite an extensive investigation of the matter—probably the most far-reaching and impartial research work yet done on the subject—the author is convinced of the following:

(1) Some of those claiming to be the originators of Flag Day did do good and serious initiative work *locally*, in the honest belief that they were the first to cause the observance of Flag Day, but they were in ignorance of the fact that others in other parts of the Country had started similar work years before. The present general practice of observing Flag Day is the cumulative result, the development, of these various efforts.

(2) The efforts of others claiming to be "The Father of Flag Day" or "The Mother of Flag Day" were of such superficial and non-consequential nature as to make ludicrous their claims to any particular distinction or honor.

EARLY EFFORTS

Much study and research work have revealed the following early efforts in connection with the establishment of Flag Day:

(1) In 1885; B. J. Cigrand. In 1885 B. J. Cigrand, a school teacher, arranged for the pupils of his school, Fredonia (Wisconsin) Township Public School, District No. 6, to observe June 14th as "Flag Birthday." In the years following, Mr. Cigrand in numerous magazine and newspaper articles, in public addresses, and otherwise advocated with energy and enthusiasm the observance of June 14th as "Flag Birthday," now called, "Flag Day." As far as the extensive research work of the author has been able to reveal, Mr. Cigrand was the first individual to advocate in a serious and consequential way the observance of

June 14th as Flag Day. According to recorded history he is the real "Father of Flag Day."

(2) In 1889; George Balch. On June 14, 1889; George Balch, a teacher of a free kindergarten for the poor in New York City, planned appropriate ceremonies for the children of his school. His idea of observing Flag Day was later adopted by the State Board of Education of New York.

(3) In 1894; American Flag Day Association. In 1894, with B. J. Cigrand and LeRoy Van Horn as the moving spirits, the Illinois Corporation, later known as the American Flag Day Association, was organized for the purpose of promoting the holding of Flag Day exercises.

(4) In 1890; Betsy Ross House. The Betsy Ross House in Philadelphia on June 14, 1890, held a Flag Day celebration.

(5) In 1891; New York Society, Sons of the Revolution. One June 14, 1891, the New York Society, Sons of the Revolution, celebrated Flag Day, and have ever since observed the day.

(6) In 1891; George A. Cantine. On June 14, 1891, Colonel George A. Cantine, a Civil War Veteran living in Newburgh, N. Y., planned for the observance of Flag Day.

(7) In 1892; Le Roy Vanhorn, Chicago. On the third Saturday in June, 1892, Le Roy Vanhorn, a veteran of the Civil War, conducted with the aid of the G. A. R. a Flag drill and other patriotic exercises at Douglas Park, Chicago, in commemoration of the birth of the Flag.

(8) In 1893; Pennsylvania Society of Colonial Dames of America. Upon the suggestion of Colonel J. Granville Leach, at the time Historian of the Pennsylvania Society of Sons of the Revolution, the Pennsylvania Society of Colonial Dames of America, on April 25, 1893, adopted a resolution requesting the Mayor of Philadelphia and all others in authority, and all private citizens, to display the Flag on June 14th; recommending that thereafter the day be known as "Flag Day," and that on this day school children be assembled for appropriate exercises, each child being given a small Flag.

Two weeks later, May 8th, the Board of Managers of the Pennsylvania Society of Sons of the Revolution unanimously indorsed the action of the Pennsylvania Society of Colonial Dames.

As a result of the resolution and efforts of the Colonial Dames, by direction of Dr. Edward Brooks, then Superintendent

of Public Schools of Philadelphia, Flag Day exercises were held on June 14, 1893, in Independence Square, where the school children were assembled, each carrying a small Flag, and patriotic songs were sung and addresses delivered.

(9) In 1894; Governor of New York. In 1894 the Governor of the State of New York directed that on June 14th the Flag be displayed on all public buildings.

(10) In 1894; American Flag Day Association in Chicago. On June 16, 1894, under the auspices of the American Flag Day Association, the first general public school children's celebration of Flag Day in Chicago was held in Dougles, Garfield, Humboldt, Lincoln, and Washington Parks, more than 300,000 children participating.

(11) In 1897; National Flag Day Association. In 1897, William T. Kerr, of Pittsburgh, Pa., founded the National Flag Day Association whose aim was to further the observance of Flag Day.

(12) In 1907; National Congress of Patriotic and Civic Organizations. On June 3, 1907, a National congress of patriotic and civic organizations was held in Memorial Hall of the Public Library, Chicago, for the purpose of bringing about a concerted effort in giving more general observance to Flag Day. Delegates were sent to the convention by the Governors of various States.

(13) In 1907; the Elks. In 1907 the Grand Lodge of the Benevolent and Protective Order of Elks directed the Committee on Work and Ritual to prepare suitable exercises for the observance every year of Flag Day by all Lodges. The ritual prepared by this Committee was presented and adopted by the Annual Session of the Grand Lodge held in July, 1908, and since that time Flag Day has been generally observed annually by the Elk Lodges throughout the Country.

ORIGIN OF PLEDGE TO THE FLAG

ORIGINAL PLEDGE

The same as various persons claim that they originated Flag Day, so have various people been mentioned as the author of the original Pledge to the Flag.

ORIGINAL PLEDGE TO THE FLAG

I pledge allegiance to my Flag and to the Republic for which it stands; one nation indivisible, with liberty and justice for all.

The records show that this Pledge was written in tentative form by James B. Upham, a member of the Perry Mason Company, of Boston, publishers of The Youth's Companion, and later rounded out and put into final form by the members of the firm and the editorial staff of The Youth's Companion.

It was first given wide publicity through the official program of the National Public Schools Celebration of Columbus Day which was printed in The Youth's Companion of September 8, 1892, and at the same time sent out in leaflet form to schools throughout the Country.

The Pledge was first used officially during the National Public School Celebration of October 21, 1892, which took place simultaneously with the opening of the World's Columbian Exposition in Chicago. On that occasion it was repeated by millions of public school children throughout the United States.

From time to time versions of the Pledge appeared with the word "Country" substituted for Republic, or the word "American" inserted before "Flag," but the alterations never gained favor or long survived.

THE BELLAMY STORY

In the school year 1895-96—four years after the Pledge had appeared—a Kansas school boy, Frank E. Bellamy, submitted it as his own in a school contest. As the Pledge was not at that time well known in his community its appearance made a considerable stir, but as soon as the facts concerning the true origin of the Pledge became generally known young Bellamy's claim to being its author was dropped.

MODIFIED BY FIRST NATIONAL FLAG CONFERENCE

At the First National Flag Conference held in Washington, under the auspices of the American Legion, June 14-15, 1923, at-

tended by delegates from patriotic societies, civic bodies, and other organizations and convened for the purpose of preparing and adopting a Flag Code, the words, "the Flag of the United States," were substituted for "my Flag," making the Pledge read as follows:

> **I pledge allegiance to the Flag of the United States and to the Republic for which it stands; one nation indivisible, with liberty and justice for all.**

This change was made on the ground that some foreign-born school children and others born in this Country of foreign parentage, when rendering the Pledge to the Flag had in mind the flag of their foreign native land, or that of their parents, when they said, "my Flag."

FURTHER MODIFIED

The Second National Flag Conference held in Washington on Flag Day, 1924, added, for the sake of greater definition, the words "of America," after "Flag of the United States," so that the Pledge now reads:

> **I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands; one nation indivisible, with liberty and justice for all.**

(For the correct way of rendering the Pledge to the Flag, see page 108.)

FLAG ANNIVERSARIES

JANUARY 2. The Grand Union Flag, the first Flag of the United Colonies, was hoisted for the first time, over Washington's Headquarters at Cambridge, Massachusetts, *January* 2, 1776. (See page 3.)

JANUARY 13. By Act of Congress enacted *January* 13, 1794, two stars and two stripes, representing Vermont and Kentucky, were added to the Flag, giving a Flag of fifteen stars and fifteen stripes. (See page 7.) Under this Flag the United States fought three wars: The so-called Naval War with France in 1798, the war with Tripoli in 1801-5, and the War of 1812 with England.

JANUARY 26. The U. S. Frigate, *Essex,* after rounding Cape

Horn, was the first warship to fly the American Flag in the Pacific, *January* 26, 1813. The *Essex* destroyed British commerce in the Pacific to the amount of six million dollars, a vast sum in those days.

JANUARY 28. The first display of the American Flag in an attack against a foreign stronghold, was at Nassau, Bahama Islands, when, on *January* 28, 1778, the Americans captured Fort Nassau from the British and raised the Stars and Stripes.

FEBRUARY 3. The first appearance of the American Flag in an English port, was when the ship *Bedford,* of Massachusetts, arrived in Thames, England, *February* 3, 1783.

FEBRUARY 14. The first foreign salute to the Stars and Stripes, the new American Flag, was rendered *February* 14, 1778, when John Paul Jones, in command of the U. S. S. *Ranger,* entered Quiberon Bay, near Brest, France, and received a salute of nine guns from the French fleet, under Admiral La Motte Piquet.

MARCH 17. It was on *March* 17, 1824, that William Driver named the American Flag "Old Glory." (See page 125.)

APRIL 4. Congress, on *April* 4, 1818, decreed a return to the original thirteen stripes, and prescribed that henceforth a star should be added to the Flag for every State admitted to the Union, such addition to be made on the Fourth of July following. (See page 8.)

APRIL 6. Admiral Robert E. Perry, on *April* 6, 1909, planted the American Flag at the North Pole.

APRIL 24. On *April* 24, 1778, John Paul Jones, in command of the U. S. S. *Ranger,* achieved the honor of being the first officer of the American Navy to compel a British man-of-war, H. B. M. S. *Drake,* to strike her colors to the New American Flag, the Stars and Stripes.

APRIL 27. The American Flag was raised for the first time over a fort of the Old World, *April* 27, 1805, at Derne, Tripoli, during the war between the United States and Tripoli.

JUNE 14. The First Flag of the United States was adopted by Congress *June* 14, 1777. (See page 5.)

JULY 2. The Stars and Stripes were displayed the first time in the Navy, *July* 2, 1777, by Captain John Paul Jones, in command of the U. S. S. *Ranger.*

AUGUST 3. The first display of the Stars and Stripes by the Continental Army was when the Flag was hoisted over Fort

Stanwix, N. Y., (the present site of Rome), during the attack by the British, *August* 3, 1777. The Flag, it is said, was an improvised affair made of a soldier's white shirt, a woman's red petticoat, and a piece of blue cloth from an officer's cloak.

AUGUST 10. The American Flag made its first trip around the world, flying from the ship *Columbia,* which sailed from Boston September 30, 1787, and returned *August* 10, 1790.

SEPTEMBER 11. The Stars and Stripes was first carried by troops in battle at Brandywine, (Pa.), *September* 11, 1777, the first big battle after the adoption of the Flag by the Continental Congress, and in which the Americans were badly defeated.

SEPTEMBER 13. The American Flag was first displayed in China by Captain John Greene, of the *Empress of China,* in the Canton River, *September* 13, 1784. The Chinese said it looked like a beautiful flower, and for many years they called the American Flag "The Flower Flag."

OCTOBER 17. The American Flag was first saluted by the British at the surrender of Burgoyne's Army, *October* 17, 1777.

OCTOBER 18. The American Flag was first officially displayed over Alaska, at Sitka, the Capital, *October* 18, 1867, when, in the presence of Russian and American troops, the Russian Flag was lowered and the American Flag hoisted.

NOVEMBER 16. The first foreign salute to an American Flag was the salute which was rendered to the Grand Union Flag, November 16, 1776, by the Dutch governor, De Graaff, on the Island of St. Eustatius, when the brig, *Andrea Doria,* commanded by Captain Robinson, was saluted.

DISPLAY OF FLAG ON MOTHERS' DAY

(a) ACT OF CONGRESS

The following is the Joint Resolution of Congress, approved May 8, 1914, establishing Mothers' Day and authorizing the display of the Flag on Mothers' Day:

> "Whereas, The service rendered the United States by the American mother is the greatest source of the country's strength and inspiration; and
>
> "Whereas, We honor ourselves and the mothers of

America when we do anything to give emphasis to the home as the fountainhead of the States; and

"Whereas, The American Mother is doing so much for the home, the moral uplift and religion, hence so much for good government and humanity; therefore be it

"Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, That the President of the United States is hereby authorized and requested to issue a proclamation calling upon the Government officials to display the U. S. Flag on all Government buildings, and the people of the United States to display the Flag at their homes or other suitable places on the second Sunday in May, as a public expression of our love and reverence for the mothers of our country.

"Section 2. That the second Sunday in May shall hereafter be designated and known as Mothers' Day, and it shall be the duty of the President to request its observance as provided for in the resolution."

(b) President's Proclamation

In compliance with Section 2 of the above Resolution, the President of the United States issued the following Proclamation:

"Whereas, By a Joint Resolution aproved May 8, 1914, 'designating the second Sunday in May as Mothers' Day, and for other purposes,' the President is authorized and requested to issue a proclamation calling upon the government officials to display the U. S. Flag on all goverment buildings, and the people of the United States to display the Flag at their homes or other suitable places on the second Sunday in May as a public expression of our love and reverence for the mothers of our country:

"And, Whereas, By the said Joint Resolution it is made the duty of the President to request the observance of the second Sunday in May as provided for in the said Joint Resolution:

"Now, Therefore, I, WOODROW WILSON, President of the United States of America, by virtue of the authority vested in me by the said Joint Resolution, do hereby direct the government officials to display the U. S. Flag on all government buildings and do invite the people of

the United States to display the Flag at their homes or other suitable places on the second Sunday in May as a public expression of our love and reverence for the mothers of our country."

FORMING A HUMAN FLAG

Quite often a large human flag is formed by children or adults dressed in red, white, and blue. The dimensions and positions of the stripes, stars and blue field should be carefully marked on the surface on which the flag is to be formed. (See page 153 for dimensions of the Flag, which, however, are frequently materially modified in the forming of human flags.)

It requires at least 400 persons to form an effective human flag, 48 in white representing the stars; 96 in blue, the blue field; 136 in red, for the red stripes; 120 in white for the white stripes.

The costumes can be made of crepe paper, or inexpensive cloth.

HOW TO MAKE A FLAG

(1) Size. Select from the table below (columns A and B) the size (that is, the hoist and the fly) of the Flag it is desired to make, and then get the dimensions of the corresponding blue field, star, and stripe (columns E, F, J, and K), remembering to allow one-half inch for seams in the stripes and one inch for hem at the end of the Flag. (Plan to have the two outside red stripes selvage.)

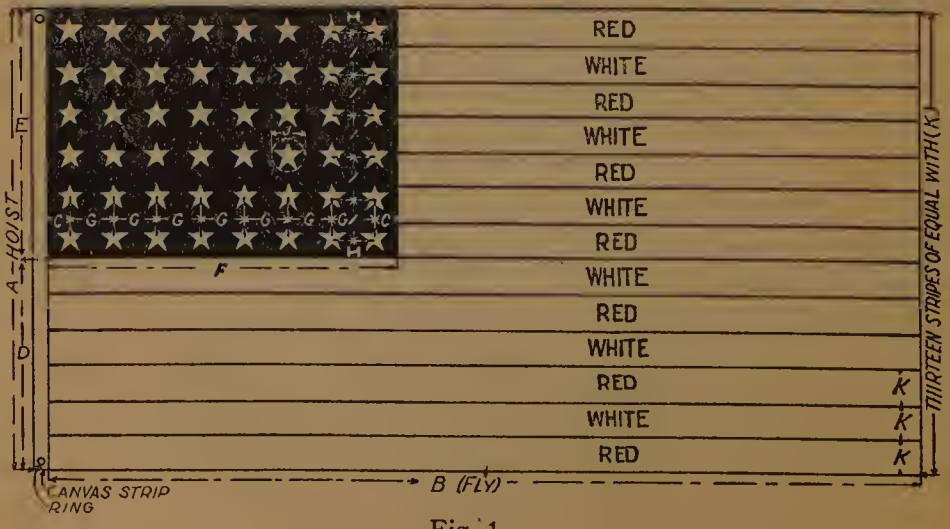


Fig. 1

No.	A	B	C	D	E	F	G	H	I	J	K
	Feet	Feet	Foot	Feet	Feet	Feet	Feet	Foot	Feet	Feet	Feet
1	20	38	.95	9.23	10.77	15.20	1.90	.897	1.79	1.23	1.54
2	19	36.10	.903	8.77	10.23	14.44	1.81	.850	1.70	1.17	1.46
3	14.35	27.27	.619	6.62	7.73	10.91	1.24	.642	1.28	.883	1.103
4	12.19	23.16	.579	5.63	6.56	9.26	1.16	.545	1.09	.751	.938
5	10	19	.475	4.62	5.38	7.60	.95	.449	.90	.616	.769
6	8.94	16.99	.424	4.13	4.81	6.79	.848	.400	.798	.551	.687
7	5.14	9.77	.244	2.37	2.77	3.91	.488	.230	.459	.317	.395
8	5	9.50	.237	2.31	2.69	3.80	.475	.224	.449	.308	.385
9	3.52	6.69	.167	1.62	1.90	2.68	.335	.158	.316	.271	.271
10	2.90	5.51	.138	1.34	1.56	2.20	.275	.130	.260	.208	.223
11	2.37	4.50	.113	1.09	1.28	1.80	.225	.106	.213	.167	.182
12	1.31	2.49	.062	.60	.71	1.00	.124	.059	.118	.094	.101

TABLE OF DIMENSIONS

The illustration on the preceding page and the above table show the exact proportions and positions of the stars, stripes, and blue field, according to the regulations of the Army and the Navy.

No. 1 is the Garrison Flag, No. 5 is the Post Flag, and No. 9 is the Storm Flag used in the Army.

(2) STAR. Make as follows a pattern for a five-pointed star: Draw a circle of the proper size (column J). Draw the horizontal and vertical diameters AB and CD, as indicated in Fig. 2. Bisect EB. With F as center and CF as radius, transcribe an arc cutting AE. With GC as radius and C as center, describe two arcs on either side of C, cutting circumference at H and J. With H and J as centers and same radius describe two more arcs, cutting circumference at K and L. Connecting points on circumference gives pentagon. Connect CK and CL, JL and JH, and HK. This will give the five pointed star. Cut it out for pattern.

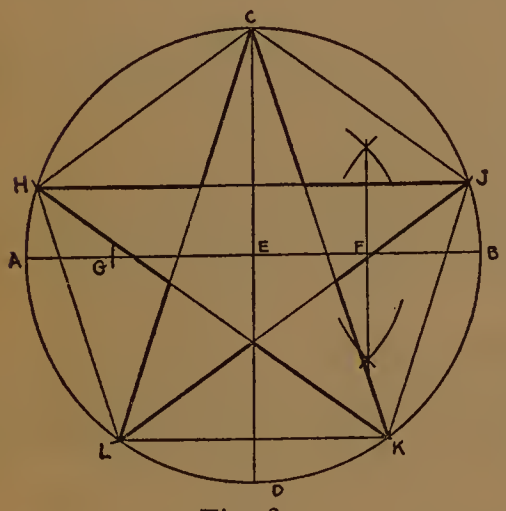


Fig. 2

(3) MATERIAL. The following material will be needed:

(a) Proper amount of red and white bunting for the stripes and blue bunting for the field.

(b) Proper amount of stout white muslin for the stars (96, that is, 48 for each side.)

(c) Enough white canvas for a strip (double), the length of the hoist of the Flag, and from one to two or more inches wide, depending on size of Flag.

(d) Two harness rings about ¾ inch in diameter.

(e) Two spools of white thread No. 60.

(4) THE MAKING. Determine from Fig. 1, on preceding page, the positions of the stars, arranged in six horizontal rows of eight each, and eight horizontal rows of six each, each star with one point upward.

Fig. 3

Each star should be overcast with a shallow but close stitch before sewing to the field. It can then be basted on one side of the field, then on the opposite side, and finally stitched to the blue. The stitching should be from point to point through the center as shown in Fig. 3.

In seaming the blue field to the stripes, seam across the Flag first, then down the length in one seam.

Stitch hem on end of Flag with three rows of stitching and canvas binding at back with two rows.

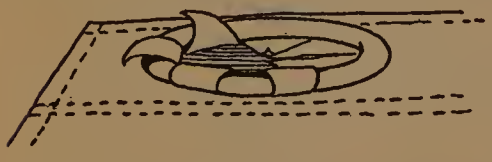


Fig. 4

The harness rings can be laid on the canvas strip, one inch from the end and marked for inside circle—the goods cut from center of circle to mark in three or four places, turned back on ring and buttonholed over with stout linen thread as shown in Fig. 4.

If the Flag is made by a class or a group of pupils, the work may be divided up so that a part of the class or group will sew the stripes together, a part baste the stars on, and another part can overcast the edges of the stars.

QUESTIONS

These questions cover the essential parts of every Chapter. The numbers in parentheses after each question are those of the pages on which the answers are to be found.

CHAPTER I

Origin and Evolution of Flags

1. What do flags, generally speaking, symbolize? (1)
2. Where do we find their origin? (1)
3. For what purpose has mortal man, from the beginning, used emblems and banners of various kinds? (1)
4. What are the primitive beginnings from which may be traced the origin and evolution of the flags of civilized man? (1)
5. With what, in the popular mind, are national flags primarily associated? (1)
6. What else besides war achievements do national flags represent? (1)
7. What mistake, in this respect, must we not make in connection with the American Flag? (1)

CHAPTER II

Early Colonial Flags

1. Were any flags used before the Continental Congress adopted the Flag of the United States? (2)
2. Name two of the emblems that were very popular in the Colonies. (2)
3. Describe the design of the Flag that was used by Connecticut. (2)
4. Describe the design of the Flag that was adopted by South Carolina. (2)
5. Describe the Flag that was used by New York. (2)
6. Describe the earliest Flag that was displayed in the South, and state where and when it was raised. (2)

CHAPTER III

Flag of the United Colonies

1. Describe the first distinctive Flag indicating a union of the Colonies. (3)
2. What were its various designations? (3)
3. Where and when was it flown for the first time? (3)
4. In what respect was this Flag peculiar? (3)
5. What did this Flag mark? (3)

CHAPTER IV

Birth of Flag of the United States

1. Are all the facts connected with the origin of the Flag of the United States known? (4)
2. What, is it frequently suggested, may have determined the use of stars and stripes in our Flag? (4)
3. Describe Washington's coat of arms. (4)
4. What, do some people claim, suggested the stars in the Flag? (4)
5. Relate the Betsy Ross Flag story. (4-5)
6. On what grounds do historians, as a rule, assail the story? (5)
7. When and where was the Flag of the United States adopted? (5)
8. Describe this Flag. (5)
9. What part of the resolution adopting the Flag means the most, and why? (5)

CHAPTER V

Evolution of the Flag of the United States

1. In what part of the Flag do we read the growth of the Nation, and why? (6)
2. How were the stars arranged in the first Flag, adopted June 14, 1777? (6)
3. What did the circle arrangement of the stars signify? (6)
4. Name the Thirteen Original States. (6)
5. What was the first change made in the Flag, and why and when was it made? (7)
6. In what two different ways were the stars arranged in this Flag? (8)
7. How many stars were in the Flag that inspired Francis Scott Key to write "The Star Spangled Banner," and how were they arranged? (7)
8. Where and when was "The Star Spangled Banner" written? (8)
9. What was the second change made in the Flag and why was it made? (8)
10. When was the law passed directing that on the admission of every State into the Union, one star be added to the blue field of the Flag? (8)
11. When does such addition take effect? (8)
12. When the number of stars in the Flag was increased to twenty, how were the stars arranged? (9)
13. How many stars were there in the Flag when the Mexican War began and how were they arranged? (10)
14. How many stars were there in the Flag at the beginning of the Civil War, and how were they arranged? (11)
15. How many stars were there in the Flag when the Spanish-American War began, and how were they arranged? (12)
16. What was the last State admitted into the Union, and in what year? (12)
17. Today does the sun ever set on the American Flag? (13-14)
18. What can you say about the story of the growth of the United States as told by the stars in the Flag? (15)
19. What was the population and the area of the Colonies, and how do they compare with the population and area of the United States today? (15)
20. How and when were the different parts of the continental United States acquired? (15-16)
21. State when, from whom, and how were the following possessions of the United States acquired: (a) Porto Rico (16); (b) Virgin Islands (16); (c) Panama Canal Zone (16); (d) Alaska (16); (e) Hawaiian Islands (16); (f) Palmyra Island (16); (g) Wake Island (16); (h) Midway Islands (17); (i) American Samoa (17); (j) Guam (17); (k) Philippine Islands (17).

CHAPTER VI

Stars and Stripes of the Flag

1. What is the Flag besides an emblem of the Country? (18)
2. What do the thirteen stripes of the Flag recall to us? (18)
3. (a) What, no doubt, exercised a prevailing influence on the adoption of stripes and the colors red, white, and blue in the Flag of the United States? (18) (b) Name some of these flags. (18-19)
4. Which of the early flags probably had the greatest influence on the design of the Flag of the United States? (19)
5. From what language does the word "Stripe" come? (19)
6. Why are there seven red and six white stripes in our Flag, and not six red and seven white? (19)
7. What does each star in the Flag record, and what story does it tell? (19)
8. What did the thirteen stars in the first Flag stand for, and what do the others represent? (19)

9. What story does each added star have to tell? (20)
10. What does the star as a symbol signify? (20)
11. Why did our forefathers place stars in the Flag of the United States? (20)
12. Which was the first State to be admitted into he Union, or rather to ratify the Constitution of the United States? (21)
13. When was your State admitted into the Union? (21)

CHAPTER VII

Red, White, and Blue of the Flag

1. To what may the colors of red, white, and blue trace their ancestry? (22)
2. What does the red in the Flag signify? (22)
3. What can be said of the victories of peace in the history of our Country as compared with those of war? (23)
4. How did Washington once describe the Flag? (23)
5. What do the white stripes in the Flag stand for? (23)
6. What story do they also tell? (23)
7. What does the blue in the Flag stand for? (23)
8. What can you say of American manhood? (24)
9. By what is a nation made great? (24)
10. What does history tell us with touching eloquence has been woven into the red, white, and blue of the Flag? (24)
11. What can you say of American womanhood and the Flag? (24)
12. When we acknowledge gratitude to the living men who have fought in defense of the Flag and when we render tribute to the heroic dead, to whom should we also pay homage? (25)
13. What does the Flag as a whole represent? (25)
14. What does it proclaim to the world? (25)
15. Down through the years, what is the message that the Flag has been bearing for each of us? (25)
16. When we look at the Flag what does it entreat us to do? (25)
17. What may be said about every American home? (26)
18. What is a most appropriate thing for every American home to do on Washington's birthday and other patriotic occasions? (26)
19. If you have a Flag in your home what should you be sure to do on every suitable occasion? (26)
20. If you have no Flag in your home, what should you do? (26)

CHAPTER VIII

Education and the Flag

1. What is one of the great American ideals? (27)
2. What sentiment has been uttered by more than one of our statesmen? (27)
3. What is one of the finest and biggest things the American people buy with their great wealth? (27)
4. What does education do for us? (27)
5. State briefly the headway that education has made in this Country. (27)
6. What is one of the principal reasons why the United States is such a great Nation today? (27)
7. When and where was the American Flag first flown over a public schoolhouse in this Country? (27-28)

CHAPTER IX

The Declaration of Independence and the Flag

1. What may be called the *soul* of the Nation, and why? (29)
2. What may be said to be the *backbone* of the Nation? (29)
3. What may be called the *heart* of the Nation, and why? (29)

4. Describe the Declaration of Independence as regards personal and political freedom, the Magna Charta of American liberty, and so forth. (29)
5. What were the Colonies fighting for before the Declaration of Independence and what did they begin to fight for with its adoption? (29)
6. Into what five basic parts is the Declaration of Independence divided? (29)
7. What does the first paragraph of the Declaration of Independence say? (31)
8. What truths does the Declaration of Independence hold to be self-evident? (31)
9. What is the life of the principle of popular, self-government? (32)
10. Give the substance of the paragraph in the Declaration of Independence which shows how patient and suffering the Colonists had been. (32)
11. What three indictments in the Declaration of Independence have reference to the veto power which the British King had over the laws passed by the Colonies? (33)
12. What indictments in the Declaration have reference to the King's abuse of his veto power? (34)
13. What acts of the King made the military power superior to the civil and built up in the Colonies a tyrannical military system? (34-35)
14. What charges mentioned in the Declaration refer to acts of Parliament whose power over the Colonies was not acknowledged by the Colonies? (35)
15. Where were soldiers who committed offenses against the Colonists sent for trial? (35)
16. What injustice was one of the principal causes of the War of the Revolution? (35-36)
17. What acts of the King were most high-handed and tyrannical? (36-37)
18. What atrocities mentioned in the Declaration were "unworthy the head of a civilized nation"? (37)
19. What reference does the Declaration make to the use of Indian savages against the Colonists? (37)
20. What efforts had the Colonists made to appeal to the sense of justice of their British brethren? (38)
21. Give the substance of the concluding paragraph of the Declaration. (38-39)
22. How many signers were there to the Declaration of Independence? (39)
23. How many of them were merchants, how many lawyers, how many farmers, how many physicians, how many soldiers, how many statesmen, how many surveyors, how many shoemakers, and sailors? (39-40)

CHAPTER X

The Constitution and the Flag

1. When was the Constitution of the United States adopted? (41)
2. What can you say about our forefathers who framed the Constitution? (41)
3. What did they aim to avoid? (41)
4. What did they have before them and what did they do? (41)
5. What did Gladstone say about the American Constitution? (41)
6. What did Lord Bryce say about it? (41)
7. Where do we find the fundamental principles and eternal truths that guide us as individual citizens? (41)
8. What is the duty of every American regarding the Constitution? (41)
9. Into what two categories do the provisions of the Constitution fall, and what does each category cover? (42)
10. What is responsible for the popular impression that the Constitution of the United States is a dry and uninteresting document? (42)
11. What can you say of the Constitution in regard to its charter provisions? (42)
12. What do we find behind the Constitution? (42)
13. What does the success or failure of representative government in the world depend upon? (42)

14. How long were the Saxon people in struggling and fighting for the great principles of human liberty embodied in the Constitution? (42-43)
15. State briefly the three new principles which the world considers the most remarkable part of the Constitution. (43-44)
16. What must one do in order to realize the value and possibilities of the Constitution? (44)
17. Enumerate some of the ways in which the Constitution guarantees the rights, liberties, and privileges of all men, women and children who live under the American Flag. (44)
18. What are the six purposes for which the Constitution of the United States was ordained and established? (46)
19. Of what does the Congress of the United States consist? (46)
20. What is the composition of the House of Representatives? (46)
21. What are the qualifications of Representatives? (46)
22. How are representatives and direct taxes apportioned among the several States? (46-47-60)
23. How are vacancies in representatives filled? (47)
24. What branch of Congress has the sole power of impeachment? (47)
25. What is the composition of the Senate of the United States? (47)
26. What does the Constitution prescribe regarding expiration of terms of Senators? (47)
27. When vacancies happen in the representation of any State in the Senate, how are such vacancies filled? (47)
28. What are the qualifications of Senators? (47)
29. Who is the president of the Senate? (47)
30. Has he a vote? (47)
31. Should the President of the United States be tried for impeachment who would preside? (48)
32. How large a vote is necessary in order to convict for impeachment? (48)
33. How far does judgment for impeachment extend? (48)
34. Who controls Congressional elections? (48)
35. When does Congress assemble? (48)
36. Who shall be the judge of election and qualifications of the members of each House? (48)
37. By whom are the rules of each House determined? (48)
38. What does the Constitution prescribe regarding the keeping of a Journal? (48)
39. What is the provision of the Constitution regarding the adjournment of either House during the session of Congress? (49)
40. What is the provision of the Constitution regarding the exemption from arrest of Senators and Representatives? (49)
41. What does the Constitution say regarding incompatible offices and exclusions? (49)
42. In which House of Congress must all revenue bills originate? (49)
43. Describe the manner of passing bills and the veto power of the President. (49)
44. Whose approval is necessary before any order, resolution, or vote to which the concurrence of the Senate and the House of Representatives may be necessary, can become effective? (49-50)
45. Name some of the general powers of Congress. (50-51)
46. Who has the sole power of declaring war? (51)
47. Under what conditions may the writ of Habeas Corpus be suspended? (52)
48. What is the provision of the Constitution regarding the acceptance of any present, emolument, office or title of any kind from any king, prince or foreign state? (52)
49. What are the limitations of the powers of the several States? (52)
50. What does the Constitution provide regarding the laying of imports or duties by States? (52)

51. What further restrictions does the Constitution place on the powers of States? (53)
52. In whom is the executive power of government vested? (53)
53. How long does the President hold office? (53)
54. Describe in detail the method of electing the President and the Vice-President of the United States. (53-54)
55. Who determines the time of choosing electors and the day for casting their votes? (54)
56. What are the qualifications for the office of President? (54)
57. What is the method of filling a vacancy in the office of President? (54)
58. What does the Constitution provide regarding the compensation of the President? (54)
59. Give the substance of the oath to be taken by the President. (54)
60. Who is the commander-in-chief of the army and navy of the United States and of the militia of the several states when called into service of the United States? (54-55)
61. What are the provisions of the Constitution regarding the making of treaties and the appointment of ambassadors, other public ministers and consuls, judges of the Supreme Court and other officials of the United States? (55)
62. What power has the President regarding the filling of offices during recess of the Senate? (55)
63. What are the powers of the President regarding the convening and adjourning of Congress? (55)
64. What does the Constitution provide regarding the removal from office by impeachment? (55)
65. In whom is the judicial power of the United States vested? (55)
66. To what cases does the jurisdiction of Federal Courts extend? (56)
67. (a) In what cases has the Supreme Court original jurisdiction? (56)
    (b) In what cases has it appellate jurisdiction? (56)
68. What does the Constitution prescribe regarding trial by jury? (56)
69. What does treason consist of? (56)
70. What is necessary for a person to be convicted of treason? (56)
71. What is the provision of the Constitution regarding the giving by each State of full faith and credit to the public acts and records of other States? (56)
72. What does the Constitution provide regarding all privileges and immunities of citizens in the several States? (57)
73. What does the Constitution say regarding extradition between the several States? (57)
74. What is the provision of the Constitution regarding the admission into the Union and the forming of new States? (57)
75. What form of government and what protection does the United States guarantee every State in the Union? (57)
76. In what ways can the Constitution be amended? (57-58)
77. What constitutes the supreme law of the land? (58)
78. Who are required to take the Constitutional oath? (58)
79. What is the provision of the Constitution regarding official religious tests for qualification to any office of public trust in the United States? (58)
80. What are the provisions of the Constitution regarding—
    (a) Freedom of religion, of speech, of the press, and right of assembly and of petition? (58)
    (b) Right of people to bear arms? (58)
    (c) Quartering of troops? (59)
    (d) Security of persons and houses from unreasonable searches and seizures? (59)
    (e) Trials for crime? (59)
    (f) Just compensation for private property taken for public use? (59)

81. In all criminal prosecutions what rights has the accused? (59)
82. What amount must be involved in order for right of trial by jury to be preserved in suits at common law? (59)
83. What are the provisions of the Constitution regarding—
    (a) Excessive bail, fines, and punishments? (59)
    (b) Reserved rights for people? (60)
    (c) The reservation of power not delegated? (60)
    (d) The extension of the judicial power of the United States to suits against states? (60)
    (e) The prohibition of slavery? (60)
84. What persons are citizens of the United States? (60)
85. What provision does the Constitution make regarding the abridgment of privileges of citizens by States? (60)
86. What are the Constitutional provisions regarding the disqualifications for office and removal of disability? (61)
87. What does the Constitution provide regarding the questioning of the public debt and the payment of public debt incurred in aid of rebellion? (61)
88. What are the provisions of the Constitution regarding—
    (a) The denial or abridgment of the right of citizens of the United States to vote? (61)
    (b) Taxes on incomes? (62)
    (c) The manufacture, sale or transportation of intoxicating liquors and the concurrent power of Congress and States to enforce this Article? (62)
    (d) Right of suffrage to women? (62)

CHAPTER XI

The Flag and the Law

1. What is the only kind of liberty that is worth anything? (63)
2. What, in substance, did Abraham Lincoln say regarding reverence for the law? (63)
3. Whenever a number of people form themselves into a group, association, or other organization, what is the first thing they do, and what determines the extent of their action? (63)
4. When a people are joined together politically, what are the rules which the majority adopt for the government of all called? (63)
5. In the case of a nation, how are all its laws referred to? (63)
6. What can you say regarding the observance of the laws we like and the breaking of those that do not please us? (63)
7. What is the corner-stone of our government? (64)
8. What do you understand by a "law-breaker"? (64)
9. When you violate a law which you do not like or respect, what are you doing and what are you in the eyes of your fellow Americans? (64)
10. What is one of the best tests of the quality of an American's citizenship and patriotism? (64)
11. What does a good, loyal American do regarding the laws? (64)
12. What is the greatest tribute that can be paid to anyone? (64)
13. What does experience show regarding the fate of those who break the law? (64)
14. What must we do in regard to law in order to respect the Flag of our Country? (64)
15. To whom is left legislation to prevent misuse, abuse, and desecration of the Flag of the United States? (64)
16. Are there any laws about displaying and saluting the Flag? (64)
17. (a) With the exception of the law of June 14, 1777, adopting the Flag, and subsequent laws affecting the design of the Flag, how many laws has Congress passed regarding the Flag? (64)
    (b) Give the substance of each one of these laws. (65)

18. Which is the only State in the Union which today (February, 1930), has no law prohibiting the abuse, misuse, and desecration of the Flag? (65)
19. In most cases what do the provisions of State Flag Laws cover? (65)
20. Do any of the State Laws prohibit the abuse of foreign national flags within the State? (65)
21. What are the things which the State Flag Laws aim to prevent and punish? (65)
22. What do the Flag Laws provide regarding the use of the Flag on stationery, in books, or other printed matter? (65)
23. In a number of States to what do the provisions of the Flag Law apply in addition to the Flag of the United States? (66)
24. What are the penalties for the violation of the Flag Law in your State? (66-70)
25. (a) How many States have laws requiring the display of the Flag at the public schools?
    (b) Is your State one of them? (71)
26. (a) How many States have laws requiring the teaching of the Constitution of the United States in public schools?
    (b) Is your State one of them? (71)

CHAPTER XII

American Ideals and the Flag

1. By what are symbolized the ideals and aspirations, the institutions and traditions of the American people? (72)
2. What are our basic or fundamental American ideals—the principles on which the Republic was established, as set forth in the Declaration of Independence and Constitution of the United States? (72)
3. Name a few tenets which may be given as leading American ideals. (72-73)
4. What is the greatest American ideal? (73)
5. What are the origin and meaning of the word "America"? (73)
6. What does the good American do regarding the law of self-mastery? (76)
7. What must one do before he can serve successfully his Country and his Country's cause; and what, therefore, follows? (76)
8. What is the good American regarding the law of self-reliance? (76)
9. What is the difference between self-conceit and self-reliance? (76)
10. What should be one's rule of conduct regarding the getting of advice and the fear of ridicule? (76)
11. What does the good American do regarding the law of self-improvement? (76)
12. Who are the ones who can do the most for their Country and their Country's cause, and what should one, therefore, do? (76-77)
13. What is the good American regarding the law of reliability? (77)
14. What does an unreliable man do regarding his fellow citizen, his Country and her cause? (77)
15. What do our Country's strength and her service to the world depend upon, and, therefore, what should be the line of conduct of the good American? (77)
16. What is the good American as regards the law of good sportsmanship? (77)
17. What does clean play do? (77)
18. What should the conduct of the good American be regarding good sportsmanship? (77)
19. What does the good American do as regards the law of duty? (78)
20. What does the shirker or the willing idler do? (78)
21. What should the good American, therefore, do? (78)
22. What does the good American try to do as regards the law of good workmanship? (78)

23. What do the welfare of our Country and the promotion of her cause depend upon in this respect, and what should the good American, therefore, do? (78)
24. What does the good American do as regards the law of team-work? (78)
25. In connection with team-work, what must our citizens learn to do for the welfare of our Country, and the progress of her cause? (78)
26. How are great tasks done? (78)
27. What should be the line of conduct of the good American in regard to team-work? (78-79)
28. What is the good American as regards the law of kindness? (79)
29. What does unkindness anywhere do? (79)
30. What does kindness do? (79)
31. What should be the line of conduct of the good American regarding the law of kindness? (79)
32. What is the good American as regards the law of loyalty? (79)
33. What is loyalty? (79)
34. What is he who is disloyal in any relation of life? (79)
35. What should be the conduct of the good American regarding loyalty? (79-80)
36. What will he who obeys the law of loyalty find? (80)

CHAPTER XIII

America's Destiny and the Flag

1. What is the badge of America's greatness and the emblem of her Destiny? (81)
2. By what is measured the real greatness of a nation? (81)
3. What can you say of a nation whose people possess these qualities? (81)
4. Why is it said that the future greatness of the Nation lies in our boys and girls? (81)
5. On what will depend the extent to which the America of tomorrow will be great? (81)
6. What is the real reason why the United States is today a truly great nation? (81)
7. What will be the result if America keeps right in the character of its people? (81)
8. What is necessary if the American nation is to fulfill its Destiny as a truly Great Nation and the American Flag is not to perish? (81)
9. Where do works which endure come from? (82)
10. Who are those who walk alone to destruction; and who are those who walk hand in hand with Providence to immortality? (82)
11. When the people of the Colonies were defending their liberties against the might of kings from where did they choose their banner? (82)
12. What has happened to the flags of the great empires of that day? (82)
13. What do the stars and stripes picture and represent? (82)
14. What is it to be born under the Stars and Stripes and to establish a home under the Flag? (82)
15. What alone of all flags does the American Flag express? (82)
16. What can you say of one who lives under the American Flag and is loyal to it? (82)
17. What can you say of one who lives under the American Flag and is disloyal to it? (82)

CHAPTER XIV

Patriotism of the Flag

1. What is patriotism? (84)
2. How many kinds of patriotism are there, and what are they? (84)

3. What are the elements of false patriotism, and what can such patriotism be called? (84)
4. What happens when patriotism degenerates into chauvinism? (84)
5. How much difference is there between a true patriot and a chauvinist? (84)
6. What are the many deeds committed in the name of "patriotism"—false patriotism? (84)
7. What can you say of false patriotism and "hypocritical patriots"? (84)
8. What is another form that false patriotism frequently takes, and when it takes this form how does it make the "patriot" appear? (84-85)
9. What can you say of the use, or rather the misuse, of "patriotism" by politicians? (85)
10. What has been the result of the use of patriotism for selfish and unworthy purposes? (85)
11. What kind of patriotism is the patriotism of the Flag of the United States, and where do we find its spirit? (85)
12. Of what is the patriotism of the Flag born, and what does it recognize? (85)
13. What else does this patriotism recognize? (85)
14. On what is the patriotism of the Flag based, and what does it proclaim? (85)
15. What does the patriotism of the Flag know, and what does it realize? (85-86)
16. When we contemplate the Great Campaign for Human Freedom that was fought on American soil, what do we realize about the spirit of the American Flag? (86)
17. What are the countries whose qualities we see reflected in the greatness of the American Flag and how? (86)
18. In what way have men and women of other lands and their descendants helped to make America great? (86)
19. As a result of all of this, what do we see in the spirit of patriotism of the American Flag? (87)
20. (a) What does the American do who introduces into patriotism the spirit of egoism, and chauvinism? (b) What does such patriotism do? (87)
21. What will the American who really loves his Country and honors his Flag do with regard to patriotism? (87)
22. What, in effect, did Rabbi Stephen S. Wise say about brotherhood in America? (87)
23. What are some of the ways in which a good citizen shows his patriotism? (87)

CHAPTER XV

How to Display; How to Respect the Flag

1. What is naturally to be expected of all who *know* the American flag? (89)
2. How can the Cross, the Star of David, and the Flag of the United States be compared as emblems? (89)
3. What is America's national sacramental? (89)
4. Of what is the Flag the visible token? (89)
5. What is the significance of the salute to the Flag? (89)
6. When one really knows what the Flag stands for, what does the sight of that emblem arouse? (90)
7. In saluting the Flag, to what are we giving outward testimony; to what does the act give expression and what does it reveal and cherish? (90)
8. What does nationality without spirituality amount to? (90)
9. What must a nation be, in order to mean something? (90)
10. Where do men hold their hats and where do women hold their hands when they salute the Flag, and what follows? (90)
11. Describe the Flag of the United States. (90-91)
12. How does the hoist (width) of the Flag compare with the fly (length) of the Flag? (91)

13. Between what hours should the Flag be displayed on buildings and on stationary flagstaffs in the open? (91)
14. What is the rule about the flying of the Flag over the White House in Washington? (91)
15. What is the rule about the flying of the Flag over the National Capitol building and the Congressional office buildings in Washington? (91-92)
16. What are the only cases when the Flag is flown at night? (92)
17. On what occasions should the Flag be displayed (a) everywhere; (b) in different States? (93)
18. How should the Flag be raised and lowered? (94)
19. What precaution regarding the ground should be exercised in lowering and raising the Flag? (94)
20. (a) What should be used for draping purposes; (b) How should the material be arranged; (c) What is the reason for this? (94)
21. What is a good principle to follow that will always make sure the correct use of the Flag? (94)
22. How is the Flag of the United States carried: (a) In a procession with another flag; (b) In a procession with a line of flags? (95)
23. What is the position of the Flag of the United States when displayed with another flag against a wall, staffs crossed? (95)
24. What is the position of the Flag of the United States in a group of flags of States or cities or penants of societies, displayed from staffs? (96)
25. What is the position of the Flag of the United States when flown on the same halyard with flags of States or cities or penants of societies? (96)
26. Is there any exception to this rule? (96)
27. (a) What is the position of the Flag of the United States when it is flown from adjacent staffs with the flags of other nations, States or cities or penants of societies? (b) When is the Flag of the United States hoisted and lowered? (97)
28. When flown with flags of other nations, what are the requirements regarding the height of all staffs and the size of the flags? (97)
29. What does international usage forbid regarding the display of flags of different nations in time of peace? (97)
30. What is the position of the blue field when the Flag of the United States is flown from a staff projecting horizontally or at an angle from the window sill, balcony, or from a building? (98)
31. How is the Flag hoisted when suspended over a sidewalk from a rope extended from a house to a pole at the edge of the sidewalk? (98)
32. What is the position of the blue field when the Flag is displayed either horizontally or vertically against a wall, in a show window, or elsewhere? (98-99)
33. What is the reason for displaying the Flag with the blue field uppermost and to the Flag's own right (the observer's left)? (99)
34. What is the simple "rule-of-thumb" to tell how to display the Flag correctly in either a horizontal or vertical position? (99)
35. When displayed over the middle of the street, how is the Flag of the United Staes suspended and what is the position of the blue field? (99)
36. When used on a speaker's platform, what is the position of the Flag: (a) If displayed flat; (b) If flown from a staff? (100)
37. What precaution must be taken when the Flag of the United States is used in connection with the unveiling of a statute or monument? (101)
38. What should be used for covering the statue or monument? (101)
39. What is the correct way of displaying the Flag on an automobile? (101)
40. When carried in a horizontal position by a number of people, as is sometimes done in parades, what is the position of the blue field of the Flag? (102)
41. What can you say regarding this practice? (102)
42. When displayed in a church what is the position of the Flag of the United States (a) If in the chancel? (102). (b) If outside the chancel? (103)

43. On a float in a parade, how should the Flag always be displayed? (103)
44. When used to cover a casket what is the position of the blue field of the Flag? (103)
45. How should the casket be carried? (103)
46. Should the Flag ever be lowered into the grave or allowed to touch the ground? (103)
47. (a) How is the Flag placed to indicate mourning when flown from a stationary staff? (b) How should it be hoisted? (c) What should be done before lowering the Flag for the day? (104)
48. What is the rule about displaying the Flag of the United States on Memorial Day? (104)
49. (a) How is mourning indicated when the Flag is fastened to a small staff, as when carried in a parade? (105). (b) When the Flag is not on a staff, but is displayed flat? (105)
50. What is the general rule regarding the half-masting of the Flag of the United States over the White House in Washington? (105)
51. What are the only cases in which the Flag of the United States should ever be half-masted? (105)
52. If it is desired to show that a State, city or society mourns, what should be done? (105)
53. Is it proper to half-mast the Flag and dress it with crepe? (105)
54. Is it permissible to indicate mourning by tying the Flag in the middle with crepe? (105)
55. Is the Flag of the United States ever dipped to any person or anything? (106; 134, par. 8)
56. What does it mean when the Flag is displayed with the union down? (106)
57. What are the rules regarding the following: (a) Placing any other flag or pennant above or to the right of the Flag of the United States (b) The Flag touching the ground or floor or trailing in the water; (c) placing any object or any emblem of any kind on or above the Flag; (d) Using the Flag as drapery; (e) Fastening the Flag in such manner as will permit it to be easily torn; (g) Draping the Flag over the hood, top, sides or back of a vehicle, railroad train, or boat; (h) Using the Flag as covering for a ceiling (106); (i) Carrying the Flag flat or horizontal; (j) Using the Flag as a portion of a costume or part of an athletic uniform; (k) Embroidering the Flag upon cushions, handkerchiefs, or printing it on napkins or boxes; (l) putting lettering of any kind on the Flag; (m) using the Flag in any form for advertising, or fastening an advertising sign from the pole or staff from which the Flag is flown; (n) Displaying, using, or storing the Flag in such a manner as would permit it to be easily soiled or damaged. (107)
58. Should torn or badly soiled Flags ever be displayed? (107)
59. What should be done when a Flag is in such condition that it is not fit to be displayed? (107)
60. (a) What is the correct way for the Flag to be saluted by men in uniform? (107). (b) By men not in uniform? (107). (c) By men without hats? (108). (d) By women? (108)
61. When is the salute in a moving column rendered? (108)
62. What should everyone present do when "The Star Spangled Banner" is played? (108)
63. What is the correct way of rendering the pledge to the Flag? (108)
64. What should be done and how should we go about doing it when we see violations of the Flag Code? (109)
65. What is the duty of every patriotic American regarding the violation of the Flag laws? (109)
66. Describe the Coat of Arms of the United States. (109)

67. What is the significance of the shield, or escutcheon, in the Coat of Arms of the United States being borne on the breast of the American eagle without any other "supporter"? (109)
68. What does the blue "chief" in the Coat of Arms of the United States do, from an heraldic standpoint and what does it represent? (109)
69. What is the meaning of "E Pluribus Unum" and to what does it allude? (109)
70. What do the olive branch and the arrows in the talons of the eagle in the Coat of Arms of the United States denote? (110)
71. What does the crest over the head of the eagle in the Coat of Arms of the United States show, and what does this denote? (110)
72. What is the significance of the colors red, white, and blue in the Coat of Arms of the United States? (110)
73. Only by whom should the Coat of Arms of the United States be used? (110)
74. Should the Coat of Arms or Shield of the United States ever be used for advertising or other commercial purposes? (110)
75. How many red and white stripes in the Shield of the United States? (110)
76. How does the number of red stripes in the Flag of the United States compare with the number of red stripes in the Shield of the United States? (110)

CHAPTER XVI

Miscellaneous

1. Describe, briefly, the excellent practice regarding the raising and lowering of the Flag in the public schools of New York State. (111)
2. Tell the story of how Jacob Riis found out that he was really an American. (112)
3. Relate how the American Flag came to be named "Old Glory." (125)
4. Is it proper to half-mast, or dress with crepe, the Flag of the United States in case of the death of a member of a club or a city official? (132)
5. The Flag Code prescribes that when not in uniform men salute the Flag by removing the hat with the right hand and holding it at the left shoulder. Suppose a man has no hat, how would he render proper respect to the Flag? (132)
6. (a) What is the rule regarding the number of Flags that should be carried in a parade? (132)
   (b) If in a parade there are numerous Flags at short intervals, should persons who are seated rise and salute as each Flag passes? (132)
7. How many Flags should be displayed on a building, in a room, or on a vehicle? (133)
8. Is it proper to have a gold or yellow fringe on the flag? (133)
9. Is it permissible to wash or dry-clean a United States Flag? If so, how should it be hung to dry? (134)
10. Is it proper to dip the United States Flag to anyone? (134)
11. Is it proper for policemen and firemen to salute the Flag with the hand salute or should they uncover? (134)
12. Is it correct to half-mast the Flag on Armistice Day, November 11? (134)
13. How long should small Flags that are placed on graves for Memorial Day be allowed to remain? (134-135)
14. Is it proper for organizations like the Odd Fellows, the Masons, and the Knights of Columbus, to decorate with Flags the graves of their dead on Memorial Day? (135)
15. Should the Flag be displayed during rain or storms? (135)
16. Is it proper to use the Flag to drape the casket of the wife or the widow of a soldier or veteran? (135)
17. Is it considered disrespectful to represent the Flag of the United States

with growing flowers in a floral bed, as is sometimes done in city parks? (135)

18. Is it proper to place the Bible on the Flag? (135)
19. May foreign flags be flown from Federal, State, or municipal buildings? (135-136)
20. Is it permissible to carry a foreign flag in a procession or parade? (136)
21. What is the reason for having the blue field to the observer's right instead of to his left in the case of a Flag draping a casket? (136)
22. Is the "peak" the very top end of the flagstaff? (136)
23. Is it proper to top a flagstaff with a cross, or a society emblem? (136)
24. Is it correct to place an electric light at the peak of a flag-pole? (136)
25. Should the Flag be used to "port arms" as a salute to an individual? (136-137)
26. In case the Flag of the United States on a club building is half-masted, would the club flag, flying from another staff, also be half-masted? (137)
27. Upon the death of a club member, the club flag, of course, is the only one half-masted. If, however, there were two flag-poles, would it be appropriate to fly the National Flag full-staff with the club flag at half-staff, or is it proper not to fly the National Flag upon such an occasion? (137)
28. Would it be proper to place a pall during services or any other time on the Flag of the United States covering a casket? (137-138)
29. Is it permissible to place flowers, lodge emblems, or other objects on a Flag draping a casket? (138)
30. What is the correct way to carry a Flag in front of the body? (138)
31. What is the correct way to carry a Flag at the side of the body? (138)
32. What is the correct manner of carrying the Flag into a lodge room, and placing it in its stand? (138-139)
33. When the Flag is brought into a theatre, hall, lodge room, or other place in which a number of people are seated, what should they do? (139)
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